Lake Forest College

Lake Forest, Illinois

BULLETIN 1976-77

Lake Forest College Calendar

1976-77

FALL TERM

September 8	New Students Arrive
September 11	Registration for new students
September 13	Registration for returning students
September 14	Classes begin
October 25	Mid-term grade report due
November 25-26	Thanksgiving recess
December 7	Classes end
December 8	Reading day
December 9-11	Final Examinations
December 12-January 3	Christmas Recess

WINTER TERM

January 4	Classes begin
January 27	January courses end*
January 28	No classes
January 31	February courses begin
February 22-23	Final Examinations For Seven-Week Courses
February 23	February courses end**
February 24-March 1	Winter Recess

SPRING TERM

March 2	Classes begin
April 13	Mid-term grade report due
April 9-17	Spring recess
May 27	Classes end
May 28	Reading day
May 30-June 1	Final Examinations
June 4	Commencement

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* If a final examination is given it must be administered on January 27 and the previous day must be used as a reading period.

** If a final examination is given it must be administered on February 23 and the previous day must be used as a reading period.

Lake Forest College — A Resume/3

The Academic Program/8

Courses of Instruction/30

Student Life/104

Admissions, Financial Aid, College Expenses/111

Directory/123

Index/136

Lake Forest College

Bulletin for 1976-77

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Drawings by Hugh McMahon, Lake Forest

Lake Forest College - A Resume'

Lake Forest College is a community. It is a collection of people and ideas brought together by choice and circumstance to acquire, investigate and evaluate human knowledge and experience. As a community of learning Lake Forest College is committed to the development of individuals for lives of leadership and service. This commitment has resulted in a distinguished educational opportunity for the students who come to Lake Forest College.

Lake Forest's program draws upon its traditions for its rich liberal arts offerings and its ideal of excellence; upon its location for the vast educational resources of metropolitan Chicago, both in terms of research and experience potential; and upon its planned diversity of students and teachers for its human stimulant. These elements combine at the College in a special way to yield a program which integrates the traditional goals of a liberal arts education with the career concerns of students. The academic programs of the College offer an education which encourages the acquisition of general knowledge and fundamental skills, which is deeply concerned with basic values, and which allows students to direct their studies toward particular careers.

In implementing its mission, Lake Forest College has chosen to be a small community where personal relationships are possible and often close among faculty and students and where rich opportunities exist for intellectual and emotional development. This community creates an environment where students are challenged to learn, through study and experience, to think accurately, to discriminate among values, and to search freely in the realm of ideas.

Lake Forest is a four-year liberal arts college of about 1,100 students, independently governed, co-educational, and fully accredited.

The College's 107-acre campus is in the community of Lake Forest (pop. 16,700) on Chicago's North Shore.

The Wider Community

Downtown Lake Forest is within walking distance of the campus; so is the Chicago and North Western Railway which leads south to Chicago. O'Hare Airport is 25 miles southwest of the campus via the Tri-State Tollway; direct limousine service to Lake Forest is available. U.S. 41 is the express way, Sheridan Rd., the scenic way to drive to Chicago and the intellectual, cultural, and educational resources of the nation's third largest city — its business and libraries, its galleries and museums, its sports,

recreation, entertainment, and shopping facilities.

The University of Chicago, Northwestern University, the Art Institute, and Barat College are neighboring institutions of higher education. Their libraries, together with the Chicago Public library and the Newberry library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

The Chicago Symphony Orchestra, the Lyric Opera, Ravinia Park, the Goodman Theatre, the Art Institute, and the Museum of Contemporary Art are but a few of the many cuitural organizations that make Chicago a national center for music and art. Students have the opportunity through some course work to use Chicago's Museum of Science and Industry, Field Museum of Natural History, Adler Plantarium, Shedd Aquarium, and Argonne National Laboratory.

The Campus

Deep ravines divide the wooded campus into three areas. North Campus includes Durand Institute, a classroom building, and several residence halls. Middle Campus houses Durand Commons, Donnelley Library, the administration building, Johnson Science Center, College Hall, and most of the classrooms and laboratories. South Campus is primarily residential, though it includes the Sports Center and the indoor ice hockey rink. The campus is populated by a total of fifty-five buildings valued at nearly $15 million.

•THE LIBRARIES: The College's library collections and activities are housed in the Donnelley Library, built in 1965, and in the Thomas O. Freeman Memorial (Science) Library, built in 1961. The modern and well-equipped facilities now house some 200,000 volumes of books, periodicals, and government documents. Approximately 600 periodicals and newspapers currently are received; there are 8,000 reels of microfilm, 12,000 other microforms, and thousands of pamphlets, maps, records, and tapes, and collection of old and rare books. The A. D. Johnson Audio-Visual Center (1975) is located in Donnelley Library. The College's holdings are complemented by the Lake Forest (Public) library and by the Barat College library (both within walking distance and having over 140,000 volumes between them). A state-supported inter-library loan network for undergraduates is available, along with other photocopy, reference, and admission arrangements with the many great Chicago libraries.

•JOHNSON SCIENCE: The three-building Ernest A. Johnson Memorial Science Center, completed in 1962, houses the Departments of Biology,

Chemistry, Physics, and Psychology, and the Freeman Science Library. The Center is equipped with modern laboratory and research facilities, including a special laboratory for research and experimentation in holography, the new science of laser-beam photography.

•COMPUTER CENTER: The computer supplements and enriches many courses, including some in the Departments of Mathematics, Physics, Biology, Chemistry, Economics, Politics, Psychology and Sociology and Anthropology. It is used by faculty for research and by students for independent studies.

The College owns a Digital Equipment Corporation PDP 11/40 and operates it as a time-shared system. The capabilities are frequently upgraded. The system currently supports thirteen terminals placed in four different buildings on campus and three disc drives, a card reader, two line printers and magnetic tape drives, available in the Computer Center in College Hall. Access to the computer exists on an almost twenty-four hours basis.

The staff of the Computer Center, which includes students, encourages use of the system through easy access to terminals, offers non-credit mini-courses to orient would-be users and provides consultation services for all: for statistical computations, for document preparation, for program writing, and even for game playing, a favorite leisure activity.

•SPORTS CENTER: The College's Sports Center, opened in 1968, offers a wide range of athletic facilities, including a basketball floor, Olympic size swimming pool, handball and squash courts, gymnastics, weights, and exercise rooms, wrestling room, and locker services for both men and women. An indoor hockey arena, four tennis courts, Farwell Field (football), a baseball diamond, soccer field, and practice areas are close by.

History

Originally chartered as Lind University by the State of Illinois, February 13, 1857, and shortly thereafter named Lake Forest University, the institution in 1876 became one of the first in the nation to open its doors to women. Eighty-nine years later, in September, 1965, Lake Forest University became Lake Forest College.

The College continues to be related to the Presbyterian Church in the United States of America and is independently governed by an elected Board of Trustees.

Academic Highlights

A liberal arts school and fully accredited by the North Central Association of Colleges and Secondary Schools, Lake Forest College strives to take advantage of its size in educating students.

Small classes and independent research opportunities allow for maximum exchange of thoughts and ideas between students and faculty. These elements historically have been recognized as superior in teaching the skills necessary to analyze problems logically and communicate effectively. In such an atmosphere of learning, attitudes are challenged and humanistic values developed. The informal yet demanding association that exists between the student and the professor characterizes education at Lake Forest College.

The liberal arts curriculum is enhanced by off-campus study programs in which many students participate. Such options include terms abroad, internships in businesses and governmental agencies, research work at Argonne National Laboratory, a marine biology program in the Florida Keys, Term in America, and the varied cooperative study terms offered by the Associated Colleges of the Midwest of which Lake Forest College is a member. Further, cooperative degree programs have been established between Lake Forest College and Washington University for engineering students, between Lake Forest College and Rush University for nursing students, and between Lake Forest College and the University of Chicago for social work students.

The College's curriculum is still further enhanced through the establishment of undergraduate institutes which combine traditional liberal arts courses and a heavy emphasis on internship experiences leading to exploration of specific careers or graduate studies upon graduation. The Robert E. Wood Institute serves students who plan to pursue careers in public and private planning, public safety, social service, and local government.

The Faculty

Central to the fulfillment of the College's mission is the distinguished Lake Forest faculty. More than eighty per cent of the College's full-time teaching faculty hold Ph.D. degrees. They are active as productive scholars, researchers and critics, and many have been recognized as outstanding educators nationally as Phi Beta Kappa, Fulbright and Woodrow Wilson scholars, as fellows in academic societies and institutions, in publications such as "Who's Who." As scholars they have published many books, numerous articles, and are the recipients of significant awards; as researchers they have earned more than one and a half million dollars in grants since 1966.

More pertinent than these facts is another — Lake Forest faculty members like teaching on the undergraduate level. There is no back-up pool of graduate assistants. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another.

Smaller class size is important, too. Student/faculty ratio is 12:1, a happy condition that permits easy informality and flexibility in both content and teaching form. Students participate in a natural way in the give and take of discussion and the interchange of opinion. The opportunity to take part, to be heard, is a valued aspect of the liberal arts at Lake Forest.

All professors also counsel individual students in their curricular programs as faculty advisers. Students, therefore, profit from the teaching skills and personal interest of the faculty, and they also enjoy the benefits of studying under nationally prominent scholars.

The Students

The College seeks diversity within its student body, economically, geographically, and ethnically. More than forty states and twenty foreign countries are represented in the student body. The diversity of the College commnity is more than the geographic and previous educational background of its students. A student at Lake Forest is accepted as an individual, a person with both intellectual and personal talents and needs.

The students participate in a variety of activities. They join the faculty in the governing of the College through participation on committees and representation on the Board of Trustees. Student writers and performers take part in the student FM radio station, student newspaper, literary magazines, yearbook, College Choir and theatre groups. Honorary societies in biology, foreign language, psychology, chemistry, and physics enjoy active student participation as do other special interest clubs. In athletics, the College provides physical education for interested students and organizes a comprehensive intramural and intercollegiate athletic program complemented by a sizeable sports complex. All have equal opportunity to take advantage of the richness of the College's programs.

The Academic Program

Lake Forest College deliberately and decisively has opened its curriculum to an imaginative concept about what education really means and what it should do.

There are no specific distributional requirements. The College expects that students compile a total of 32 courses for graduation with the B.A. degree and that they meet the special requirements of their majors.

The reasons for this concept are simple. No two individuals have the same educational requirements or ambitions. No two individuals have the same academic strengths or weaknesses. No two individuals have identical capacity, motivation, or preparation. Each needs from a college education something distinctly personal.

Lake Forest's curriculum recognizes another fact, one that educators have known all along: no area of learning is independent. Ideas, societies, technical and creative developments occur side by side in a culture — not one at a time in isolation, not vertically in time, but horizontally, and their interaction is the chief stimulant of education. It prevents ideas from becoming merely facts. It makes understanding more difficult but immensely more valuable.

This is the curricular philosophy at Lake Forest. The academic environment is for those students who have goals in mind or for those who have just the mind for goals. Students can choose courses that

particularly apply to their goals or can choose courses which interest them for some other reason. They can cross departmental lines, combining courses to give them new skills or to capitalize on those they have already — create their own interdepartmental major or select from nine already designed by the College and coordinated by individual faculty committees. Of course, students at Lake Forest also have the option to select a traditional program of study, building majors in one or more of sixteen departmental fields. And with special faculty acting as advisors, students may plot pre-professional directions.

Academic Advisement

Every student plans a program of study with the assistance of a faculty adviser. Students may select their advisers from among the available members of the teaching faculty, except that prior to arriving on campus, each freshman student is assigned a faculty adviser to serve as the student's individual counselor during the first year. When selecting a major or field of concentration, the student may choose an adviser from among the teaching faculty of the major department or appropriate interdisciplinary committee.

Great importance is attached to the advising system at Lake Forest. While a student's special academic needs and objectives determine the precise course of study in a given term or year, it is the adviser's responsibility to assure that each individual course plan reflects the ideals of a broad liberal arts education. The richness and diversity of the College's curriculum is the direct result of the faculty's resolve to offer a challenging and sound education.

Pre-professional and Career Preparation

Lake Forest College recognizes the need to integrate the ideals of a liberal arts education with professional and career preparation. The College advises its students about many career and professional options, including:

BUSINESS: One out of every sixteen Lake Forest students that graduated in the Class of 1975 is enrolled in an MBA program this year. There is no prescribed undergraduate major or curriculum to prepare a student for graduate study in business. Most graduate schools are interested more in the overall quality of the student's work than in specific courses taken, although prior work in economics, mathematics, computer science and the behavioral sciences does have particular relevance for most M.B.A. programs. A variety of graduate business formats is offered; the typical program will include three areas: a core, a concentration, and a series of electives. Increasingly, graduate schools of business are providing combined business and law programs, health and hospital administration,

public administration, and urban regional planning programs. Pre-business advising at Lake Forest College is provided in the Office of the Chairperson of the Economics Department. Early in the Fall term, a meeting of all students interested in pursuing graduate work in business is scheduled. Subsequently, advising of individual students will be provided and descriptive graduate business school material made available.

EDUCATION: Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered.

Teacher candidates are encouraged to elect an interdisciplinary concentration in Psychology and Education as well as to meet the general education requirements outlined by the State Certification Board, and to major in an area of teaching specialization. Students particularly interested in urban education may participate in the Urban Teaching program of the Associated Colleges of the Midwest based in Chicago.

Special emphasis in the Secondary Certification program is being given to the training of effective teachers for middle school/junior high school.

Those interested in the field of special education, which requires double certification, may take some preparatory course work at Lake Forest College or at Barat College, but are advised to earn their standard teaching certificate as an undergraduate and to follow this with a graduate program in their field of specialization.

All students interested in teaching as a career have the opportunity to plan individualized programs with the help of their advisers and the head of the Education Department. Students are urged to take advantage of this counseling as early as possible in their college careers.

ENGINEERING: Students who wish to combine a liberal arts education with instruction leading to a degree in engineering may participate in the 3-2 cooperative program between Lake Forest College and Washington University in St. Louis, Missouri. During their three years at Lake Forest College these students will be advised by a member of the faculty in the Physics department and will meet regularly with a representative of Washington University. They will spend the last two years in the program on the Washington University campus. Students successfully completing the program will receive both a B.A. degree from Lake Forest College and a B.S. degree from Washington University.

LAW: The pre-law advising program, through close personal attention and advice, and through regularly scheduled meetings with members of the profession, helps students decide whether a legal career is the best

profession for them. The pre-law adviser offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; rather the basic four-year course of study is appropriate undergraduate training for future lawyers.

MEDICINE: Counseling for careers in medicine, dentistry, or veterinary medicine is provided by the Chairpersons of those departments in which interested students will usually elect to major — biology, chemistry, or physics. There is no standard pre-medical curriculum at Lake Forest College, and a student intent on preparing for medical school may major in any academic area if he or she carries the necessary science courses to insure adequate preparation for favorable consideration by the schools of the student's choice. Each pattern of study is tailored to the needs of the individual student and the requirements of the individual medical school. Generally, requirements include a minimum of two courses in biology, two courses in physics, and four courses in chemistry. Additional work in these departments and in mathematics, the humanities, and the social and behavioral sciences may be required. A student who declares intentions of a career in medicine will be assigned an adviser from the natural science faculty. An interdisciplinary major in the Health Sciences is available upon application to and acceptance by that interdisciplinary committee.

NURSING: Lake Forest College has recently established a cooperative nursing program with the College of Nursing and Allied Health Sciences in the Rush-Presbyterian-St. Luke's Medical Center of Chicago. The Medical Center is the central initiating component of a comprehensive cooperative health delivery system serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois. Students entering this program will spend their first two years at Lake Forest College and their last two years on the Rush University Campus. Upon completion of the program they will receive a B.S. degree in nursing.

PUBLIC SERVICE: The Institute of Local Regional Studies was created to prepare students for coping with the complexities of metropolitan life and more practically for graduate school and professional careers. The Institute program combines the traditional liberal arts courses and a heavy emphasis on internship experiences in a program designed to lead to careers upon graduation as well as to graduate work. Students with a major in local and regional studies may pursue careers in public and private planning, public safety, criminal justice, and local government. The

major is also a good background for those wishing to take advanced degrees in law, planning, public administration, social work, community development, and business.

SOCIAL SERVICE ADMINISTRATION: Students who wish to become professionals in the fields of social treatment and social development, one option directed more toward counseling and assistance, and the other more toward community program administration, may be able to participate in a Three-Two cooperative program between Lake Forest College and the University of Chicago. In this program students attend Lake Forest College for three years followed by two years in the School of Social Service and Administration of the University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master's degree from the University of Chicago in a total of five years.

Calendar

Course work at Lake Forest College is scheduled into a calendar which is either a 3-2-3 or a 3-1-1-3. The format provides two twelve-week periods of three courses each, during the fall and spring. The middle period, during the winter months of January and February, may be used for concentrated study of two subjects consecutively for three-and-a-half weeks each (one January course and one February course), or two subjects concurrently for the full seven-week period. Instead of taking just one subject in February it is also possible to study two areas by registering for two half courses.

This calendar plan offers the student a great deal of scheduling flexibility. A student may be off campus during January, possibly pursuing course work at another college or university, and return to begin a course in February. Frequently, internships are carried out during the middle period, permitting students to devote their full time to the particular internship project, while accumulating up to two course credits. Some off-campus programs, such as Marine Biology or Term in America, have been planned for the January-February period. Besides, an intensive three-and-a-half week course allows for a considerable amount of field work, for there cannot be a time conflict with another course.

It is well to remember that the billing procedure recognizes and supports the flexibility of the 3-2-3 or 3-1-1-3 calendar. Each billing period covers four courses, either the September through January period or the February through May block.

Major Study

Toward the close of the freshman year the candidate for the degree of Bachelor of Arts is asked to select a departmental major or, as an

alternative, to choose an interdisciplinary major. The departmental majors offered are:

- Art History
- Biology
- Chemistry
- Economics
- English
- French
- German
- History
- Mathematics
- Music
- Philosophy
- Physics
- Politics
- Psychology
- Sociology and Anthropology
- Spanish

The interdisciplinary majors are:

- American Studies
- Area Studies
- Behavioral Sciences
- Comparative and World Literature
- Environmental Studies
- Health Sciences
- Humanistic Inquiry
- International Relations
- Local and Regional Studies
- Scientific Inquiry

In addition to departmental and interdisciplinary majors, the Black Studies program, the Women's Studies sequence, and courses in Classical Civilization are available to interested students. These sequences, however, do not lead to a major.

Independent Study

Increasingly, independent study and research under the guidance and supervision of members of the faculty is sought out by students as an avenue of investigating areas beyond the limits of the formalized course.

Qualified students may engage in independent study with the appropriate approval and within the competence and time of the faculty. A student may take no more than a total of seven independent courses including internships, fewer in each of the established categories: tutorials, research projects, senior theses, creative projects, or off-campus activities such as internships.

•TUTORIALS

A student may take a tutorial course under the supervision of a faculty member during any term after the first term of the freshman year, but no student may take more than four tutorials during his or her career at Lake Forest College, and no more than one per year.

•RESEARCH AND SENIOR THESES

A student may undertake a research project under the supervision of a faculty member during the junior or senior years. The student may take one course-equivalent of research per term with a maximum of four

course-equivalents during the junior and senior years. The category of "Research" will include Senior Thesis programs.

•CREATIVE PROJECTS

A student may undertake a creative project in the fine arts under the supervision of a faculty member after the first term of the freshman year. No more than four such projects may be credited toward the degree, and no more than one may be undertaken in a given academic year.

The College Scholar Program

The College Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the past, College Scholars at Lake Forest have examined, among other topics, plant physiology, urban studies in the Western and Third Worlds, communication theory, psycholinguistics, the science of film, Etruscan art, religious movements in America.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the College Scholar Committee on the basis of:

The student's aptitude for excellent academic performance. While the student's academic record will be considered the Program is not directed exclusively toward those who have attained high scholastic achievement in their first two years of college work. In order to be admitted to the Program, however, individuals must present a clear case for potential excellent performance.

The likelihood of the student's maintaining high motivation in a program of self-directed work. This might be demonstrated by the clarity of the student's present goals, by earlier performance in self-directed activities, or by other means chosen by the student.

The probability of successful completion of the student's general study plan in the light of the goals and capacities of his or her own scholarship, of the College, and of the Scholar Program. In discussing a program with faculty, the applicant is encouraged to explore both the resources and limits of the College's departments and facilities. The Program encourages flexibility and innovation, but recognizes that departments must sometimes restrict programs on practical grounds.

The student applying prepares a general study plan, consulting with a faculty member who agrees to serve as the student's college scholar adviser. The general study plan is a crucial sample of performance for purposes of judging admission to the Program.

In the general study plan a student defines a special field of interest, but this field need not correspond to existing departmental divisions. It is expected that the plan will represent an integrated program of study, not a collection of discrete units, and that it will include a variety of methodologies providing the breadth of a liberal education.

Students admitted to the program and their advisers will then derive from the general study plan a specific plan of study for the first year of participation and a tentative outline for the second. Decisions regarding the method of evaluation and the credit value of courses and projects also will be made at this time. The student is expected to pursue courses and independent study projects which contribute to the achievement of the objectives stated in the general study plan. These may include regular courses and seminars, but presumably a significant portion of a student's time will be devoted to self-directed independent study projects (including laboratory research, directed reading, tutorials, and internship projects).

Off-Campus Study

Study opportunities in off-campus settings have traditionally enriched the Lake Forest College curricular and extra-curricular options for students. Those who have been able to take advantage of these opportunities invariably found that they give students new perspectives and teach them valuable facts and ideas. Off-campus study may take a student abroad, to other parts of the United States, or no further than to Lake Forest in the case of an internship in the city manager's office of this town.

INTERNSHIPS: A department or interdisciplinary committee arranges off-campus internships for up to four course credits, one, two, or three of which may be taken in one term.

Under the internship program, Lake Forest students work for academic credit in Chicago area businesses, social and governmental agencies and other area institutions during the seven-week Winter term and during the Summer term. In recent years, students worked — and studied — for Housing and Urban Development (HUD), the Better Government Association (BGA), a United States Senator, a Chicago alderman, the cities of Lake Forest and Highland Park, Lake Forest Hospital. One student wrote for publication on work done with pottery collections at the Field Museum of Natural History in Chicago; another, working for Citizens Action Program (CAP) in Chicago, prepared a summary of a tax rebate proposal for the state legislature in Springfield. One student worked with reporters on the staff of the Chicago Tribune investigating

corruption in Chicago health systems and to develop a health proposal with a Chicago alderman for the Lakeview area of the city; another developed a disaster plan for the town of Gurnee which was subsequently used in a serious flood.

Internships have been developed primarily under the Departments of Politics and Economics; the Departments of Psychology and Foreign Languages have participated significantly in the program; the Departments of Sociology and Anthropology, Art History, Mathematics, Biology, Chemistry, History, and English also have had internship projects.

LAKE FOREST OFF-CAMPUS PROGRAMS

In the past, the College has conducted foreign language terms abroad, even a term for political science students in Africa. The College continues to develop off-campus programs which will meet the needs of our students. The three programs to be offered during the 1976-77 year reflect this desire. In addition, the off-campus program director makes available to students information about quality non-Lake Forest programs which might be useful in special cases.

MARINE BIOLOGY: The Biology Department, in conjunction with Chicago's Shedd Aquarium, offers a Marine Biology program during the College's winter term. Students in the program spend January on campus in academic preparation for the trip and spend February in the Florida Keys where they make use of the Shedd Aquarium's boat, the "Coral Reef," and the facilities of the University of Miami at Pigeon Key Marine Biology Station. Program advisers: Mr. Louch, Mr. Weik.

WINTER TERM IN AMERICA: The History Department and Local and Regional Studies conduct a winter program, "Term in America," consisting of seminars and field studies of American communities. The course will travel to Boston; New York City; Columbia, Maryland; and South Carolina as well as explore Chicago and downstate Illinois. Program adviser: Mr. Ticknor.

SPRING TERM IN ATHENS: Each spring term, the College conducts a twelve-week unified study of the ancient Aegean world from the Minoan to Byzantine periods, with a concern for understanding the artistic and archaeological materials in their historical, cultural and geographical setting. Classes are held at historical and archaeological sites and museums. Study in Athens is supplemented by about five weeks' group travel and study to (a) Minoan Crete, (b) Mycenaean Argolid, Sparta and Pylos, (c) Classical Delphi, Olympia, Corinth and elsewhere, and (d)

and Meteora. Credit: 3 courses: Classical Civilization 200 and Art 220 (12 semester hours). Application deadline: November 1. Program adviser: Mr. Cole.

ACM COOPERATIVE PROGRAMS

Lake Forest College is a member of the Associated Colleges of the Midwest, a consortium of thirteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf. By working together these colleges have expanded greatly the off-campus study opportunities for their students. When participating in some of these programs, usually as juniors, Lake Forest students meet with their counterparts from other ACM colleges. Credit for these programs is provided by Lake Forest College. Applications to any of the ACM programs must first be approved by Lake Forest College.

Membership in the ACM also helps the participating colleges to increase opportunities for on and off-campus research, involving both faculty and students. The ACM maintains an office in Washington, D.C. The staff supplies college administrators and faculty members with valuable information on grants and legislation, works on current trends and strategies with Washington-based educational groups and provides small-college feedback to government officials.

ARGONNE SEMESTER: Advanced students in chemistry, physics and mathematics sample the life of a working scientist as junior members of research teams headed by scientists at the Argonne National Laboratory. While engaged in research, participants also attend seminars in their major fields and an interdisciplinary seminar directed by resident ACM faculty members. Length of program: July-December. Prerequisites: Major in chemistry, biochemistry, mathematics or physics. Credit: 16 semester hours or the equivalent. Application deadline: February 15. Campus Program Advisor: Mr. Davis.

CHINESE STUDIES: The British Crown Colony of Hong Kong provides the setting for the study of Chinese language and culture. Participants enroll in Chinese University's New Asia College for one or two semesters, completing required courses in Mandarin language and Chinese studies, and electives ranging from political ideology to calligraphy. Length of program: August-December; December-April; or both. Prerequisites: Sophomore standing. Credit: 15-18 semester hours, or the equivalent, per semester. Application deadline: March 15. Campus Program Advisor: Ms. Osako.

FLORENCE/ARTS OF LONDON AND FLORENCE: The Florence program, offered in the fall only, is designed to give majors in art, history, modern languages and the humanities an intensive experience in the city's

rich artistic and cultural heritage. Renaissance-oriented studies are complemented by courses offering historical context and a broad perspective of Italian contributions to world civilization.

The Arts of London and Florence (spring) provides a broad introduction to the arts for the non-specialist student. The courses offered during the seven weeks in each location concentrate on the historical, cultural and artistic significance of the two cities and are supplemented by considerable exposure — in the form of concerts, museum visits, theatre, excursions — to other facets of the arts. FLORENCE: Length of program: September-December. Prerequisites: Junior standing. Italian language recommended. Credit: 16 semester hours or the equivalent. Application deadline: April 1. ARTS OF LONDON AND FLORENCE: Length of program: February-May. Prerequisites: Sophomore standing or above. Credit: 16 semester hours or the equivalent. Application deadline: October 15. Campus Program Advisor: Mr. LeMahieu.

GEOLOGY IN THE ROCKY MOUNTAINS: The geologic history of the Rocky Mountains near Colorado Springs, Colorado, is traced and analyzed by ACM students and "pre-freshmen" through field trips, laboratory work and discussions. Students spend most of their time in the field either near Colorado College, where the program is based, or in other more distant areas for study of rock formations and collection of specimens. Two courses are offered: Introductory, to familiarize students with varied rock types, geologic structures and landforms; Environmental, an intermediate course dealing with such environmentally-sensitive geologic phenomena as replenishable resources, waste disposal, catastrophic processes. Length of program: June-August. Prerequisites: None for Introductory course; one college-level geology course for Environmental Geology. Credit: 8 semester hours or the equivalent. Application deadline: April 15 for currently enrolled students; June 1 for entering freshmen. Campus Program Advisor: Mr. Martin.

INDIA STUDIES: Through intensive language and area courses at an ACM college followed by on-site study, observation and experience in India, students are introduced to a rich and complex non-Western Civilization. While in India, program participants will be regularly enrolled students in the University of Poona's certificate program in Marathi language and culture. They will be offered courses designed to give historical perspective to various aspects of Indian culture with special reference to Maharashtra, and will complete the independent study projects begun during orientation. Among projects chosen by past students have been: Batik technique and design; Indian women; a history of Parvati temples; a comparison of Hindu, Jain and Buddhist caves as a reflection of daily religious life; Kathak dance; the place of animals in India; Indian design and jewelry; Indian nuclear

chemistry. Poona, center of some of the most interesting political and intellectual activities of present day India, boasts among its population leaders in the fields of art, music, dance, theatre, religion, government, politics and social work. Length of program: March-December. Prerequisites: none. Credit: Orientation, normal credit for ⅓ year. India, 16 semester hours or the equivalent. Application deadline: November 15. Campus Program Advisor: Mr. Mojekwu.

JAPAN STUDY: After a summer of orientation and language study in Japan, students spend fall and winter terms or a full academic year studying at Waseda University in Tokyo and living with a Japanese family. The formal curriculum at Waseda encompasses courses in Japanese language and electives covering many facets of Japanese history, culture and contemporary social and economic affairs. The family living experience provides informal coverage of these areas and is in many ways the dominant feature of the program, offering total immersion in Japanese culture. Length of program: July-June; eight month option, July-February. Prerequisites: Sophomore standing. Credit: 30 or more semester hours or the equivalent. Application deadline: January 23. Campus Program Advisor: Ms. Osako.

LATIN AMERICAN/COSTA RICAN DEVELOPMENT STUDIES: The fifteen-week Latin American Studies Program (offered in the fall) emphasizes Spanish language and Latin American culture. Courses vary from year to year but remain within the basic areas of Latin American language and literature, drama, ethnography and ecology.

Costa Rican Development Studies (spring) offers interdisciplinary field research in the biological and empirically-oriented social sciences. Students and faculty members work together on research projects related to the land settlement program, problems of tropical food production, the country's political activity and other questions crucial to national development.

San Jose, Costa Rica is home base for both programs. Students live with local families to gain close contact with their Costa Rican people and their culture and to aid the rapid acquisition of language facility. LATIN AMERICAN STUDIES: Length of program: September-December. Prerequisites: Sophomore standing; one recent year of Spanish language. Credit: 16 semester hours or the equivalent. Application deadline: March 15. COSTA RICAN DEVELOPMENT STUDIES: Length of program: January-June. Prerequisite: Sophomore standing; course work in a discipline related to current program research projects; one year of Spanish language. Credit: 16 semester hours or the equivalent. Application deadline: November 15. Campus Program Advisor: Mr. Douglas.

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of

rich artistic and cultural heritage. Renaissance-oriented studies are complemented by courses offering historical context and a broad perspective of Italian contributions to world civilization.

The Arts of London and Florence (spring) provides a broad introduction to the arts for the non-specialist student. The courses offered during the seven weeks in each location concentrate on the historical, cultural and artistic significance of the two cities and are supplemented by considerable exposure — in the form of concerts, museum visits, theatre, excursions — to other facets of the arts. FLORENCE: Length of program: September-December. Prerequisites: Junior standing. Italian language recommended. Credit: 16 semester hours or the equivalent. Application deadline: April 1. ARTS OF LONDON AND FLORENCE: Length of program: February-May. Prerequisites: Sophomore standing or above. Credit: 16 semester hours or the equivalent. Application deadline: October 15. Campus Program Advisor: Mr. LeMahieu.

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NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of

America's great research libraries provides the setting and materials for this program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examination of a selected topic or historical period, aided by the privilege of full access to the Newberry Library's million volumes and four million manuscripts. In addition to the semester-length fall program students may enroll in short-term (three weeks) seminars on selected topics during the spring, or may pursue independent study, under the direction of faculty members from their own colleges, for any time period suitable to their needs. Length of program: September-December. Prerequisites: Junior standing. Credit: Fall semester, 14 hours or the equivalent. Short-term Seminars, option of college. Application deadline: April 15 for Fall semester seminar; December 1 for Short-term seminars. Campus Program Advisor: Mr. Whatley.

URBAN EDUCATION: This Chicago program seeks to provide the student teacher illustrations of, and firsthand experience with, the learning problems peculiar to the urban child. Participants observe and student-teach in the metropolitan area's schools: public and private, elementary and secondary, urban and suburban. The program cooperates closely with additional contemporary approaches to learning (Montessori, Gestalt, open-classroom and others); placements for those interested in bi-lingual education, learning disabilities or special education may also be arranged. Students interested in non-teaching service-oriented professions such as counseling, social work or specific therapeutic occupations will find the practical experience of great value. Length of program: September-December; January-May. Prerequisites: College requirements for student teaching. (For applicants not seeking certification, individual arrangements can be made.) Application deadline: April 1 (Fall & Spring); November 1 (for additional openings in Spring). Campus Program Advisor: Ms. Bergmann.

URBAN STUDIES: The social forces which create and distort American cities — urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite — are all present in Chicago. Students' awareness of problems of urban life is heightened by seminars on urban issues and a core course which involves all students. Augmenting the formal curriculum are volunteer work assignments in which the students become actors in the institutional life of the city. Length of program: September-December; February-May. Prerequisites: Sophomore standing. Credit: 12 semester hours or the equivalent. Application deadline: April 15 for Fall; November 1 for Spring. Campus Program Advisor: Mr. Ticknor.

WILDERNESS FIELD STATION: The Boundary Waters Canoe Area of northern Minnesota serves as a summer classroom for courses in Botany, Field Invertebrate Zoology, Field Vertebrate Zoology or Environmental Biology (a course for non-science majors). Students explore the roadless wilderness on foot and by canoe, collecting and classifying specimens and pursuing individual research projects. Length of program: June-July or July-August. Prerequisites: One college biology course or its equivalent (none for Environmental biology). Credit: 4 semester hours or the equivalent. Application deadline: February 21. Campus Program Advisor: Mr. Louch.

Program Leaves

A student who wishes to enroll in another institution in January and/or February may apply for a program leave, as may a student who wishes to enroll during the Fall and Spring terms for one course at another institution while being fully registered at Lake Forest for that term. If approved by the student's adviser, the program will be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed and the credits transferred to Lake Forest College, the student will be reimbursed the cost of the tuition at the other institution up to the cost of tuition at Lake Forest College for the same period.

Freshman Studies

Several special courses have been developed which are open only to freshmen and which serve to meet the special interests freshmen students exhibit. Freshman Seminars challenge first year students to participate in select interdisciplinary courses which accommodate fairly small groups of students and allow those in the course to play an active role. The subject matter invariably deals with basic issues. Introductory Studies are a different type of course, because they combine the teaching of a particular subject matter of limited scope with the teaching of composition skills. Thus, students at Lake Forest College have the option of combining during their first year traditional introductory courses to various disciplines with non-traditional courses in the liberal arts.

Continuing Education for Adults

In existence just two years, the Continuing Education program at Lake Forest College has stimulated interest among adults beyond the traditional college age. Attracted by innovative and challenging courses offered at hours convenient to working adults, and guidance in planning programs of study tailored to their individual needs, more and more older citizens are joining the college community.

The Continuing Education degree program is designed for adults 35

years of age and older who have not been full-time students in a college for five years, and who may not have had an opportunity to go to college or, having started, did not complete their work toward a degree. The non-degree program is designed for adults of any age, with or without a degree, who wish to audit courses for intellectual stimulation and pleasure. All courses may be taken for credit or audited. Evening mini-courses are planned especially for Continuing Education students and are taught by the regular Lake Forest College faculty.

Cooperation with Barat College

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. A student at Lake Forest may, upon the approval of his or her adviser, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration.

Lake Forest students travel to Barat, one mile away, primarily for specialized coursework in education, but also for additional coursework in the creative arts — dance, ceramics, painting — and women's studies. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics. A bus shuttle service between the two colleges operates regularly each day.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

Registration

Each spring students enrolled in the College pre-register for the next academic year. New students have an opportunity to indicate their course preferences during the summer preceding their entrance to the College. Such course choices, including the spring pre-registration plans, are formally completed during designated registration periods in September. All registration forms must be signed by the student's faculty adviser before they can be accepted by the College's Registrar. Additional days are set aside, prior to the winter session and again prior to the spring session, for the purpose of confirming registration plans, or making changes in those plans. A fee of $3.00 is charged for late changes.

Requirements for Graduation

A total of thirty-two courses is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of eight may be required, but the upper limit of fifteen still applies with respect to the courses within one discipline. Of the last sixteen courses, at least thirteen must be taken at Lake Forest College, and of these the last three must be completed at Lake Forest College.

While no specific distribution of courses is required within the electives outside the major, students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest is an essential ingredient of a liberal arts education. Proficiency in mathematics and foreign languages appropriate to the courses elected is necessary. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4" or "5" on the examinations entitle students to credit. Grades of "1" and "2" do not entitle students to credit.

Credit By Examination

If a student feels able to meet the requirements of a regular course without attendance at class meetings, he or she may request permission to pass the course by examination. The student must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate to the subject. Credit earned by examination will not receive a letter grade. Normally, the regular course fee will be charged for credit by examination.

Full Time Student Status and Normal Course Load

A normal course load consists of four courses, or sixteen semester hours, in a billing period. In the fall of each year students register for the normal course load for the entire academic year. Exceptions will be made for seniors who need less than a full course load in their final year to meet graduation requirements.

A full time student is one who is registered for a minimum of three courses, or twelve semester hours, in a billing period.

Course Credits

The normal course load for one year is eight courses; credit in

thirty-two courses is required for graduation. While credits are recorded by courses rather than by semester or quarter hours, each course may be regarded as the equivalent of four semester hours or six quarter hours.

Academic Standing

A student will be classified as a sophomore if the student has completed seven courses by the beginning of the second year in college, as a junior if he or she has completed fifteen courses by the beginning of the third year, and as a senior if the student has completed twenty-four courses by the beginning of the fourth year.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward the degree may be placed on academic probation or be dismissed from the College. A student who fails three courses in a given year is subject to dismissal, and may not be readmitted for at least six months. A second academic dismissal makes a student ineligible for readmission.

Withdrawal from a Course

Withdrawal from a course is regarded as a change in registration. A change-in-registration form must be completed. Failure in the course will be recorded for those who do not comply with this regulation. Except in unusual circumstances and for reasons beyond control, a student may not withdraw from a course or register in a new course after the end of the first week of the term (three days for January and February courses).

Approved withdrawal from a course within the first four weeks of a fall or spring term will result in a grade of withdrawal, "W". Approved withdrawal after the first four weeks will result in a grade of "W", if the student is passing the course, and a grade of withdrawal failure, "WF", if not. For the winter term, the period is two weeks for full-term courses, one week for January and February courses.

Course Auditing

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $100 per course. Examination for course credit will not be permitted in an audited course.

Class Attendance

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions

whenever possible. There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course.

Leaves of Absence

A student who wishes to be on leave of absence may request from the Dean of Student Affairs a leave for a minimum of one-half an academic year and a maximum of one academic year. It may be renewed on application. Academic dismissal will cancel a leave of absence already approved, and a student on leave will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred must be approved by the student's adviser and by the Registrar.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

Withdrawal from the College

A student who finds it necessary to withdraw from the College must confer with the Dean of Student Affairs and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses.

Grades

The College employs an A, B, C, D, F grading system. The "A" grade is awarded for work of clearly outstanding quality. The "B" is given for superior but less than outstanding work. The "C" indicates good work. The "D" is given for work that is marginal but nevertheless passing. Courses in which a student receives a grade of "D" count toward graduation; however, the departments may require a grade of "C" or better in courses prerequisite to more advanced work. A course for which the grade of "D" is received may be repeated for the purpose of improving the grade, but not for additional credit. "F" indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded.

At Lake Forest, students may choose for each course whether to receive either "credit" only or a grade in the course, if the work is successfully completed. The choice must be made no later than the end of the first week of classes in the term, except that in the January or February terms the choice must be made no later than the third day of classes. Students who fail a course are given a grade of "F" under either choice. An incomplete, "I", is given to a student who is passing but,

because of illness or some other reason beyond control, has not completed the work of the course by the end of the term. An incomplete may be given only upon the initiative of the instructor and, except when special permission is granted by the Dean of the Faculty, must be removed within the first week of the new term in fall or winter, and within one calendar week after the close of final examinations in the Spring term.

The conditional grade of "X" permits a student who was passing a course up to the time of a final examination or paper to repeat that work when, in the opinion of the instructor, a failure on the final work was clearly inconsistent with the student's earlier performance. It is given at the discretion of the instructor and must be cleared under the same procedure as apply to the "I". If the work is satisfactorily completed, the "X" is converted to a "D"; otherwise it becomes an "F".

The warning grade of "Y" is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshman students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

The Dean's List

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. To be selected for this honor, a student must have received during the year at least six letter grades: at least four grades of "A", and no grades of "C", "D", or "F".

Graduation with Honors

Graduation with Honors at Lake Forest College may be achieved in the student's major field. It is based on a clear demonstration of superior mastery of the subject, and on the ability to do outstanding scholarly work on a senior thesis, as judged by the examining committee. (In exceptional circumstances a well-documented senior research project or imaginative creative project may be a substitute for the senior thesis, provided all members of the departments involved give their unanimous approval.)

Phi Beta Kappa

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. Selection is based upon faculty recommendations, grade records, and the breadth of the student's overall program. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

Prizes and Awards

Annually the College awards prizes to students who have demonstrated outstanding academic achievement in their fields. The McPherson Prizes are given in English, philosophy, foreign languages, and dramatics; the Fredericka L. Stahl Awards are presented for excellence in the natural sciences; Cultura Hispanica Honorary Diplomas and the Linguistics Award are given for superlative achievement in Spanish; The Society of the Sigma Xi Commendations are offered for superior work in chemistry and physics; the Phi Beta Kappa Senior Thesis Award is given for outstanding scholarship in a senior thesis. Lettermen Awards are given to the most outstanding scholar-athletes. The College also offers the Harold Bartlett Curtis Prize in Mathematics, the Sterling Price Williams Prize in Psychology, the Solly A. Hartzo Award in Religion, the Richard Watson Hantke Award in History, the Peterson Award and the Senior Prize in Economics, and the Burgert Award in the Health Sciences. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community. The Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership.

Research Resources

The Library Program

Because Lake Forest College is located within the parameters of one of the great library centers of the world, its library program is a unique blend of traditionally strong on-campus collections with easy access to the extensive research holdings in Chicago area libraries. While the bulk of undergraduate teaching at Lake Forest relies on the support of the vital core library holdings in the College's own modern facilities, a substantial part of the learning on campus grows out of either the research material which is brought to the campus through special inter-library exchanges or which is available on visits to major research collections. During 1974-75 materials were borrowed from 55 different sources for 230 students and for 55 members of the faculty, while many members of the campus community carried on research at the Newberry Library, the John Crerar Library, the Library of International Relations, the Art Institute, the Chicago Historical Society, and the libraries of the many Chicago-area universities. Loan materials were obtained through participation in the Illinois state network, the North Suburban Library System, and the Illinois Regional Library Council in addition to those received through memberships in the LIBRAS group of Chicago-area college libraries, the Chicago-based ACM Periodical Bank (affiliate), and the Center for Research Libraries (affiliate) — a cooperative storage and acquisition facility located adjacent to the

University of Chicago. In addition, the College's collections are being developed through coordination with the Lake Forest (Public) Library and the Barat College Library, whose combined 120,000 volumes are within walking distance of the campus.

This unique off-campus access program is built on the firm foundation of a carefully developed College Library collection. The College's holdings include some 155,000 volumes of books and bound periodicals; 17,000 Government documents; 24 drawers of pamphlets; 750 currently received periodical titles; 8,000 reels of microfilm, and 12,000 other microforms. Approximately 9,000 volumes are added to the College's library collection annually.

The Donnelley Library, constructed in 1965, houses the bulk of the College's collections. The core circulating collection of books and journals in the humanities and the social sciences provides the basic support for the College's teaching programs; a well-equipped Reference and Bibliographic Center and the Microfilm Reading Room, which contains extensive journal and newspaper back files.

A Treasure Room serves as a focus for the many large and small collections of landmark and special books donated to the College by friends, faculty, and alumni. These collections provide the material for a regular schedule of exhibitions in the lobby display cases. While many small collections have brought unique research opportunities to the College, three large gifts are of special note: The Hammill Collection of over 6,000 rare and important books in the humanities, given by the late Mrs. Alfred E. Hammill of Lake Forest; The Scotiana Collection, donated by the late R. Douglas Stuart of Lake Forest, of 3,000 volumes of materials for the study of Scottish history, art, literature, music, genealogy, and printing; and the Library of Garrett Leverton, the College's drama director in the 1920's, of nearly 5,000 volumes of plays and material on the development of theater in this country. While the Donnelley collections are "select" and "compact" in keeping with the latest in modern library management, they carefully preserve the varied resources which stimulate the kind of incidental self-education which can only occur in a well-stocked and slightly ideosyncratic library.

The Thomas O. Freeman Science Library, built in 1961, serves the reference and research needs of the departments of Biology, Chemistry, and Physics. Particular emphasis in the Freeman Library collection rests on abstracts, journals, and reference works. This attractive facility located adjacent to the science teaching and laboratory complex provides easy information access for researchers.

Together the libraries encourage independent student and faculty research and study through extensive hours and staff availability. In

addition, a variety of orientation efforts aimed at acclimatizing the campus community to both the wealth of resources available and to the techniques necessary to tap this wealth reflect the library staff's commitment to its primary concern, its student and faculty users.

Audio-Visual

For many years the College has been developing a decentralized network of audio-visual equipment and software, a network of resources nurtured by teachers and students in individual departmental programs as a natural adjunct to creative teaching and learning. The results of these long-term efforts are most noticeable in the programs of fine arts and the sciences. The art history curriculum is supported by a library of slides numbering in excess of 30,000. Music listening courses are supported by a collection of more than 2,500 recordings. Each of the sciences has acquired extensive stocks of audio-visual equipment to enhance classroom and laboratory activities. During 1974-75 a comprehensive renovation and restructuring of campus audio-visual resources took place. With assistance from a major state grant, the College has been re-equipped with the latest audio-visual equipment and materials:

1. An Audio-Visual Center has been established in the Donnelley Library as a centralized clearing house for new equipment and materials available to all instructors and students for classroom and class-related use. The latest development in tape cassette capability has been used to restructure the listening facilities for music, foreign language and other areas of study. Listeners may use materials charged to them to work anywhere in the comfortable Donnelley Library. Filmstrip/cassette units permit individual language and cultural study. More traditional film, slide, and hard copy projectors are on hand for classroom use.

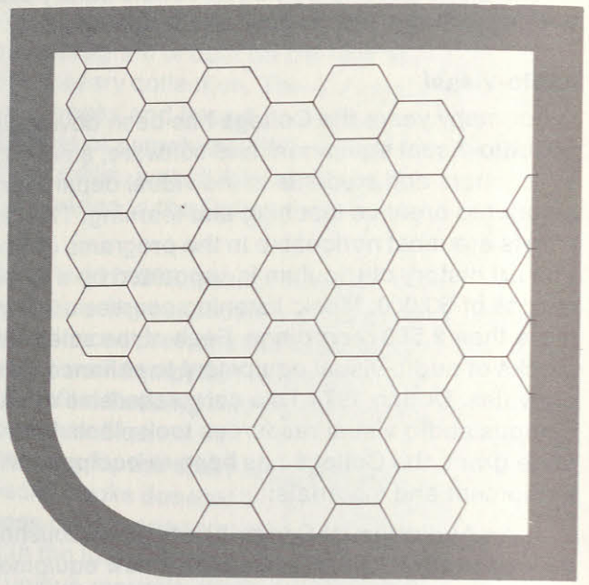
2. Reid and McCormick auditoriums have been re-equipped to provide superior facilities for film viewing and several designated classrooms have been set up for smaller showings.

3. Departmental facilities for music listening and taping have been updated completely.

The redesign of the College's audio-visual program broadens the availability of equipment and materials on campus, modernizes the technology on which instructors can rely, and respects the College's traditional focus on the primacy of the teacher in the instructional process. No separate Audio-Visual Department is engaged in structuring new programs for teaching at Lake Forest. The College continues to depend on its faculty to originate audio-visual applications, to design programs, and to create a total learning environment for each course taught.

Courses of Instruction

SPECIAL INTEREST COURSES



THE FRESHMAN YEAR

Freshman Seminars

Interdisciplinary in nature, Freshman Seminars bring small groups of first year students together to explore a particular topic from a variety of perspectives. The emphasis is on the development of research techniques and analytical skills. It is assumed that students enrolled in such seminars have already demonstrated basic ability in writing and communication.

ON NATURE F Mr. C. Miller

The seminar will consider cultural images and social uses of "nature" in three traditions: European, Far Eastern, and American. For Europe we will study ancient Greek lyric poetry, Shakespeare's **The Tempest** and the poetry of Wordsworth. For the Far East we will consider the aesthetic and social significance of selected Chinese nature poetry. For America we will concentrate on Jefferson, Thoreau, Robert Frost, and Gary Snyder.

BOSSES AND REFORMERS IN 20TH CENTURY URBAN POLITICS W Mr. Ebner

Traditionally, American urban politics has been characterized as a struggle between self-interested "bosses" and altruistic "reformers." This seminar will examine the validity of this classic dichotomy, using an interdisciplinary approach that integrates historical analysis with urban sociology, geography, and politics. The principal mode of evaluation will be the composition of a series of short essays.

THE BRAIN: MIND OR MATTER? W
Mr. Glassman and Mr. Faber

We will ask whether or not, in the range of knowledge and techniques offered to us by physical and biological science, there are present or potential insights available which might be adequate for answering the most puzzling questions about the nature of our minds. To help set the problem we will read Stapledon's fantasy, **Star Maker.** We will cover some elementary physical and biological science, concentrating on knowledge of electricity and its relevance for understanding the operation of nerve cells. There will be some comments on altered states of consciousness, pharmacology, religion, and the theory of evolution.

CULTURE IN CRISIS: AMERICA IN THE 1930's S Mr. Maland

The seminar will use films, novels, and other forms of cultural expression as a way to understand the American experience in the 1930's. Emphasis will be placed on how various people, especially artists, responded to an era of crisis.

Introductory Studies

Introductory Studies are courses specifically designed for freshmen to help students improve their writing and research skills. Focused on a topical theme, each course allocates half of the time spent in class to lectures and discussions about the theme and the other half to teaching students writing and research skills. In addition to discussions about grammar, spelling and style, the course will include special sessions in the library where students will become familiar with research and bibliographic techniques. Enrollment in each class is limited to 15 students. Students may not take more than one Introductory Studies course in a given term, and these courses may not count toward fulfilling requirements for a major in the College.

CULTURE AND COMMITMENT: THE SECOND WORLD WAR (Introductory Studies 101) F
Mr. A. Miller and Mr. Kirby

America's involvement in the Second World War brought with it a rare display of unity behind a common cause. As a result, the cultural and social background of the struggle offers a rich field for interdisciplinary exploration. From jazz and John Cage, Steinbeck's **The Moon is Down,** and war-related cinema to "Einstein on the Atomic Bomb," and Wendell Wilkie's **One World,** the course surveys the Home Front and the War Effort.

THE SHORT STORY AS SOCIAL CRITICISM (Introductory Studies 102) S
Mr. Bennett

An exploration of contemporary social values as manifested in selected short works of modern fiction, with extensive practice in expository prose to develop basic skills of writing. The development of the short story will be traced from earlier writers like James, Hawthorne and Conrad through Lawrence, Hemingway and Faulkner to contemporaries such as Bellow, Vonnegut, Mailer and Updike.

INTERDISCIPLINARY COURSE SEQUENCES

Classical Civilization

Many of our highest ideals and deepest convictions were first formulated in ancient Greece and have been passed down through the ages into our contemporary thought, behavior and institutions. Lake Forest College seeks to make this rich heritage accessible to the student, in part through on-campus courses and in part through a specially-designed study term in Greece.

100 CLASSICAL CIVILIZATION F

Mr. Cole, Mr. Hansen

Introduction to the history, culture and literature of the Greeks from the Homeric Age through the Classical Period. Class discussion of primary readings in translation from Greek poets, playwrights, historians and philosophers, from Homer to Aristotle, plus secondary resources focused on the history, geography, archaeological sites and monuments of Greece.

110 THE ARCHAEOLOGICAL DISCOVERY OF HOMER'S GREECE W½

Mr. Cole

A review of the major archaeological discoveries of the Aegean Bronze Age cultures, from Schliemann's and Evans' excavations at Troy, Mycenae and Knossos to more recent work at Pylos, Thera/Santorini and other sites which supplements or modifies earlier interpretations. Lectures with slide resources, supplemented by discussion of selected readings.

200 CLASSICAL CIVILIZATION S

Athens Staff

On-site study of the cultures of the Aegean world from Minoan through Byzantine periods as understood through ancient sites and museum artifacts examined within the geographic setting of the Aegean area. Study in Athens supplemented by five weeks' travel for study at sites on Crete, he Peloponnese, central and northern Greece. (Normally two course credits.) Prerequisites: one course in the literature and/or history of ancient Greece such as Classical Civilization 200 or History 210, and one course in art history.

Classical Civilization 100 and 200 comprise the three-course Athens Study Term, offered to Lake Forest College students and students from other campuses.

Black Studies

The sequence in Black Studies is provided by courses in the Departments of History and Politics. These courses are History 240 (History of Africa), History 267 (Making of Black America) and 268 (Black America in Transition), Politics 213 (Introduction to African Politics and Society), Politics 313 (Government and Politics of Sub-Saharan Africa), and Politics 413 (Seminar on Modern Africa).

Women's Studies

Eskilson, Riger

An interdisciplinary concentration has been established in Women's Studies (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes a minimum of four of the following: Philosophy 200 (Feminism: Philosophical Issues); Psychology 230 (Psychology of Sex Differences); Sociology and Anthropology 280 (Sociology of Sex Roles), Sociology and Anthropology 360 (Women's Roles in Cross-Cultural Perspective), Art 250 (Women in Art), History 271 (Women in Modern Society: Europe and America).

Additional courses in the curriculum pertaining to Women's Studies include: Economics 112 (Radical Economics); Economics 420 (Labor in the American Economy); Psychology 210, 211 (Development of Personality); Sociology and Anthropology 201 (Race, Ethnicity, Minorities); Biology 130 (General Genetics); History 175 (Social Change in America); Sociology and Anthropology 120 (Kinship and Society).

Upon completion of the sequence, a student has the option, with the approval of the Committee, of having this fact recorded on the transcript.

INTERDISCIPLINARY MAJORS

In lieu of a major in one academic discipline, a student may choose to concentrate in any one of ten interdisciplinary fields of study. All individual majors will be placed in one of these classifications. A student who wishes to elect one of these concentrations should confer with the chairperson of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. Milne (Chairperson), Mr. Zilversmit, Mr. C. Miller

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Studies program a range wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilization, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Studies program.

The major consists of the following courses: American Studies 210 (Introduction to American Studies); History 365 (American Thought); American Studies 480 (Senior Seminar); a course in American politics; an additional course in American history; a course in American literature; a course in American music or art; and five additional courses selected

by the student with the approval of his adviser from a list of courses with an American emphasis. This will include independent studies and a senior thesis where appropriate.

210 INTRODUCTION TO AMERICAN STUDIES: THE AMERICAN 1890's S Mr. Milne, Mr. Zilversmit

An examination of a critical period in American history from the multi-disciplinary approach of American Studies, using such diverse materials as novels, poetry, biographies, and descriptions of social, political, and economic conditions.

480 SENIOR SEMINAR — Topic, 1977: The Age of Jefferson S Mr. Zilversmit

Research seminar; readings; oral reports; a major research paper required.

Area Studies

Mr. Van Hoey (Chairperson), Mr. Mojekwu, Ms. Moodie

This major serves students whose intellectual curiosity or vocational orientation (foreign service, business overseas, teaching, international organizations, governmental or para-governmental institutions concerned with population, nutrition, conservation, health, crime, etc.) would be furthered by the study of regions and countries outside the United States. It also opens for the student rich possibilities for exploring the potentialities of cross-disciplinary social science.

Individually tailored study plans, combining courses and independent study (tutorials and research), can take several forms, but in every case require three major papers. These papers are to be in-depth studies of topics chosen from three of the following fields of emphasis: the arts and literature, the history, the social structure, and the political life of the chosen area.

Present faculty and library resources are particularly favorable for studies on Africa, Latin America, Western Europe (France, Germany, the Netherlands), and faculty guidance is available for interests in Israel, Japan, the Soviet Union and Spain. Students who wish to examine the options which are open to them at present will wish to talk with the chairperson of the committee as a first step toward outlining proper study plans.

Because several faculty members have sustained research experience in Africa, particularly Mr. Van Hoey, Mr. Mojekwu and Mr. Finnegan, emphasis within the Area Studies major is being given to African studies. It is intended for students whose present educational interests or future career goals (including teaching in Afro-American studies) veer toward knowledge of, and relations with, the new nations of the African continent. The program consists of courses which are structured in politics, sociology and anthropology, and history, complemented with tutorials and independent studies — possibly a term abroad in Africa. The proximity of Lake Forest College to the Africana Library at Northwestern University opens almost unlimited resources for the student's work in this field.

Course requirements for African Studies are: History 240 (Introduction to African Politics and Society); Politics 313 (Government and Politics of Sub-Saharan Africa); Sociology and Anthropology 120 (Kinship); Sociology and Anthropology 210 (Principles of Social Organization); Politics 413 (Senior Seminar: Modern Africa); plus three electives taken in the departments of History, Politics, Sociology and Anthropology, or sustained work in relevant foreign languages.

Behavioral Sciences

Mr. Glassman (Chairperson), Mr. Finnegan, Mr. Watson

The Behavioral Sciences committee is particularly aware of the fact that most areas of a liberal arts curriculum are concerned in some way with elucidating human behavior.

We are available to assist those who wish to undertake a deliberate examination of this broad issue or who wish to study any aspect of it. In addition to the possibility of guiding an official major in behavioral sciences, we want to help those who choose the usual disciplinary majors to find courses relevant to their interests, to contact professors with similar interests, to find relevant material, etc. outside their major discipline. While the committee is particularly interested in developing individualized plans for study, we make the following suggestions for possible interdisciplinary study and invite discussion of specific course sequence and independent study options: Communication and language, nonverbal communication, human biological and social evolution, general systems theory, logic and method of social scientific investigation, comparison of humanistic with scientific inquiry, cybernetics and human-machine relationships, social impact of modern technology.

A major in Behavioral Science requires at least 8 courses, the program to be designed in consultation with the committee. One of these must be a course in scientific method, e.g., Psychology 220 or Sociology and Anthropology 310. A course in statistics is recommended, e.g., Mathematics 150 or Psychology 420 or Economics 320. Majors will be asked to hand in for approval a brief progress report and restatement of plans each year.

Comparative and World Literature

Mr. Kling, (Chairperson), Mr. Bennett, Mr. Carlin, Mr. Greenfield, Mr. Sosa

Comparative and World Literature has been established as an interdisciplinary major with the intention of broadening students' literary perspective by enabling them to explore more easily, systematically, and extensively the relationships among the many national literatures. A wide variety of studies is possible: the movement of ideas and literary forms from one country to another (the spread of Byronism from England to France and Russia, for example), the parallels between different writers writing in different places at the same time (Dickens, Balzac and Dostoevsky), the contrasts in literary climates in various nations (the Golden Age of literature in Spain compared to the English Renaissance).

Ordinarily a student would concentrate on two or more foreign literatures, or English and one or two foreign literatures. Obviously a first-hand knowledge of literature in the original language is imperative. Therefore students undertaking a major in comparative literature should, first of all, expect to develop a command of one literature (English, French, Spanish or German), taking at least the minimum requirements for a major in that literature. In addition, they would be expected to achieve a level of proficiency in a second language that will enable them to make the appropriate comparative studies. Adequate skill in reading a third language, though not required, would be an ideal complement.

Furthermore, a core of courses providing a common experience in comparative literature would be required: Masterpieces of Literature — Ancient and Medieval (English 200) would be the starting point, acquainting students with the archetypal works of literature in the Western tradition. Then, two courses in Continental Literature in Translation (English 208, 209) would provide a basic knowledge of European literature in the seventeenth through the nineteenth centuries, centuries crucial as background to modern literature. Since the scope of the major is great, students are urged to begin the core courses early and start or continue their study of the foreign languages at the same time.

Courses that will be offered during 1976-77 are listed below. Other highly desirable electives for such a program are Esthetics (Philosophy 260), and Theory of Literature (English 484).

Students interested in such a program should consult with any member of the committee on Comparative and World Literature.

100 TOPICS IN COMPARATIVE LITERATURE S Staff

An introductory course exploring the nature and concerns of studies in Comparative and World Literature. The topics included would be the history of ideas, cross-

cultural influences, the relationship between literature and other disciplines (notably history, philosophy, psychology, politics, the fine arts), problems in translation and the linguistic approach to literature.

109 MYTHOLOGY AND LITERATURE.
W Mr. Whatley
See English 109.

200 MASTERPIECES OF LITERATURE.
S Ms. Cowler
See English 200.

201 FRENCH LITERATURE IN TRANSLATION. PORT ROYAL: JANSENISM AND THE TRAGIC VISION S Mr. Carlin
A study of Pascal's **Pensees** and of five plays by Racine with a view to understanding their contributions to modern thought and sensibilities.

202 CONTEMPORARY SPANISH-AMERICAN LITERATURE IN TRANSLATION S Mr. Sosa
The current trends in Spanish-American literature with emphasis on the "new novel"; Asturias, Borges, Carpentier, Cortazar, Garcia Marquez, Onetti, Rulfo, Vargas Llosa, **et al.** No prerequisites; no knowledge of Spanish required; suitable for interdisciplinary study.

206 LITERARY TYPES AND TRADITIONS.
W Mr. Bennett, Mr. Greenfield
Same as English 206.

Two different sections of this course will be offered in 1976-77: one dealing with comedy and one with the fairy tale.

213 INTERDISCIPLINARY STUDIES: THE MODERN IN MODERN LITERATURE S Mr. Greenfield
Same as English 213.

208, 209 CONTINENTAL LITERATURE IN TRANSLATION
See English 208, 209.

220 NIETZSCHE'S IMPACT ON MODERN LITERATURE F Mr. Kling
A study of the impact of Friedrich Nietzsche's personality ("the loneliest man in the world") and thought on some modern writers. The concentration will be on **The Birth of Tragedy, Untimely Observations,** and **Thus Spake Zarathustra.** Authors considered will include Thomas Mann, Kafka, Gide and others.

230 MAJOR GERMAN WRITERS OF THE 20TH CENTURY: MANN, KAFKA, BRECHT. S Mrs. Grisham
Representative works by three German authors of undisputed international rank: Thomas Mann's "Dr. Faustus" and "Felix Krull"; a novel and shorter prose by Kafka; plays, poetry, and essays on the theatre arts by Brecht. In English.

280 INTRODUCTION TO CONTEMPORARY AFRICAN POLITICS AND SOCIETY THROUGH LITERATURE.
W Mr. Mojekwu, Mr. Kling
Same as Politics 216.

300 MEDIEVAL STUDIES S Mr. Whatley
See English 300.

308 MODERN DRAMA W Mr. Bennett
See English 308.

Environmental Studies

Mr. Weik (Chairperson), Mr. Thompson, Mr. Watson

An interdisciplinary concentration in Environmental Studies should include the following courses: BIOLOGY 130 (General Genetics); BIOLOGY 160 (Environmental Biology); CHEMISTRY 110 (Atoms, Molecules, and Matter); CHEMISTRY 111 (Chemical Equilibrium); CHEMISTRY 112 (Rates, Energy, and Analysis); ECONOMICS 110 (Principles of Economics); MATHEMATICS 150 (Introduction to Probability Theory & Statistical Inference) or ECONOMICS 230 (Economic Statistics); MATHEMATICS 170 (Introduction to Computer Science); and one course in POLITICS above the introductory level to be determined in consultation with the Environmental Studies Committee.

In addition to the above nine required courses, the student must take at least four of the following recommended courses, and should select them according to his/her individual interests in consultation with the E. S. Committee: BIOLOGY 232 (Microbiology); BIOLOGY 245 (Ornithology); BIOLOGY 250 (Vascular Plants); BIOLOGY 252 (American Forest); BIOLOGY 260, 261 (Marine Biology); BIOLOGY 356 (Freshwater Algae); BIOLOGY 360 (Special Problems in Ecology); CHEMISTRY 220 (Structure and Function of Organic Molecules); CHEMISTRY 221 (Organic Reactions and Structural Analysis); CHEMISTRY 300 (Biochemistry); ECONOMICS 240 (Regional Economics) and SOCIOLOGY and ANTHROPOLOGY 340 (Demography). Minor adjustments in the program are possible but must be approved in advance by the Environmental Studies Committee.

The Committee recognizes the importance of Mathematics 110 and 111 (calculus) and urges the student to consider enrollment therein, also.

The use of independent studies for topics of special interest to the student also will be encouraged. During the winter term of either the junior or senior year, or during the summer between these two periods, the able student will be encouraged to participate in an internship program (to be arranged by the College) with an appropriate environmental agency.

Health Sciences

Mr. Giere (Chairperson), Mr. Coutts, Mr. Glassman, Mrs. Klingbeil, Mr. Runge

The Health Sciences Committee serves the student who believes that pre-professional or technical training will be best served by an interdisciplinary study. This program may accommodate those students planning careers in any of the following vocations: health physics, pharmacology, physical therapy, optometry, as well as laboratory technology in all of its various specialties. It is expected that needs of the pre-medical, pre-dental, and pre-veterinary medical student will be best served by electing a traditional departmental major. There is a Health Career Advisory Committee which will meet in a counseling capacity with students in order to assist in the formulation of career goals.

The committee will endeavor to tailor a program to the needs of the individual student. It hopes to accomplish this by having the student apply to the chairperson in a letter which describes his or her educational and career goals. The committee will then meet with the student and will mutually agree on the requirements for the Health Science concentration, taking into consideration any specific pre-professional course requirements as well as those which will be supportive of the major. There will therefore be no "standard pre-professional curricula."

Humanistic Inquiry

Mr. Grossman (Chairperson), Mr. Hansen, Ms. Hentz

The function of the committee is to guide the student in developing a program in the humanities which bridges different disciplines. For example, a student might wish to plan a program culminating in a study of the art, history, literature and philosophy of a particular period; or the study of a style, such as the baroque, as it appears in art, music, and literature; or the study of an idea, such as gravity or love.

Interested students must submit for committee approval a study plan which defines the student's interests and goals, lists relevant courses and independent study projects and suggests faculty resources. Requirements will be mutually agreed upon by the committee, the student and his principal advisor (who need not be a member of the committee). Ordinarily, application should be made no later than the first term of the junior year.

International Relations

Mr. Galloway (Chairperson), Mr. Baade, Mr. Moodie, Mr. Van Hoey

A student concentrating in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his or her preparation excellent background for positions in government, especially in the foreign service and the United States Information Agency. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Futhermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him or her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models of human societies, and basic economic principles. The required core courses are World Politics (Pol. 340), Modern Europe (Hist. 111), Human Societies (S&A 111), Principles of Economics (Econ. 110), and one history course in a non-Western area.

The completion of a foreign language through the 211 level is also a requirement for graduation.

Students must also take two courses from a specifically comparative perspective so as to become familiar with differences and similarities between different states and societies. The two courses may be selected from Comparative Economic Systems (Econ. 111), Comparative Communist Systems (Pol. 211), Comparative European Constitutional Systems (Pol. 210), Communist Foreign Policy (Pol. 311), Latin American Politics (Pol. 214), Introduction to African Politics and Society (Pol. 213), and Non-Western Politics (Pol. 212).

Upon completion of the core courses and two comparative courses, a student must take four electives which will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar or a senior thesis. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

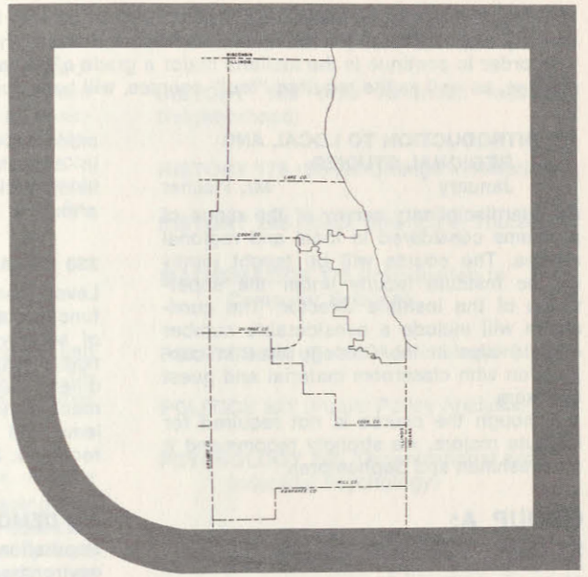
There is a senior seminar (I. R. 480) in which a sequence of interrelated topics will be analyzed jointly by students and professors. The topic for 1977 is "The Future of U.S. — Soviet Relations."

Scientific Inquiry

Mr. Shively (Chairperson), Mr. Martin, Mr. Runge

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.

LOCAL AND REGIONAL STUDIES — THE ROBERT E. WOOD INSTITUTE



Assistant Professor Fischer (Director); Professor Hale; Assistant Professors Eskilson, Riger; Instructor Ticknor

Through an integrated social science program with heavy emphasis on the acquisition of research tools and practical experience, the Institute of Local and Regional Studies hopes to prepare students to cope with the complexities of metropolitan life and more practically for graduate school and professional careers.

The courses offered in each social science enable students to explore the multiple facets of metropolitan interaction, economic growth, the institutional political setting and demographic movements. This introduction to local and regional economics, politics, sociology, and history is followed by a series of courses stressing the acquisition of research and decision making tools and their application to metropolitan problem solving. The program culminates in a sequence of internships and independent studies that provides both an integrating mechanism and a transition to graduate school or work.

Although the institute focuses primarily on the metropolitan area, we do recognize the significant role of the central city and most particularly, Chicago. Our affiliation with the Chicago Term of the Associated Colleges of the Midwest (ACM) offers our students an intensive exploration of the complexities of Chicago. In addition, Term in America, gives students the opportunity to compare a number of eastern seaboard cities during the winter term as another comparative urban field experience.

The program of the institute encourages double majors as an aid to developing a strong career specialization. Students who are pursuing majors in Economics, History, Politics, Psychology, and Sociology are encouraged to become double majors to give a metropolitan focus to their program. Those students who are committed to the values and ideas of the humanities and sciences may find in this program a career focus that significantly broadens the scope of their liberal arts experience.

Students interested in pursuing the major should contact the director to plan a program as early as possible and certainly no later than the end of the sophomore year.

In order to continue in the institute major a grade of 'C' in all core social science courses, as well as the required "tool" courses, will be required.

110 INTRODUCTION TO LOCAL AND REGIONAL STUDIES
January Mr. Fischer

An interdisciplinary survey of the range of problems considered in local and regional studies. The course will be taught jointly by the institute faculty under the supervision of the institute director. The curriculum will include a considerable number of field trips in the Chicago area in conjunction with classroom material and guest speakers.

Although the course is not required for institute majors, we strongly recommend it for Freshmen and Sophomores.

GROUP A: SOCIAL SCIENCE CORE

(4 courses)

223 LOCAL POLITICS AND ADMINISTRATION F Mr. Fischer

Problems of political and social organization in central cities. Prerequisite: Politics 120.

OR

323 REGIONAL POLITICAL BEHAVIOR
Mr. Fischer

The focus is the metropolitan area rather than local communities. Topics include metropolitan reform, city suburban conflict, and certain metropolitan wide policy controversies like racial integration, equitable taxation and regional transportation. Prerequisite: Politics 120. (Not offered in 1976-77.)

240 REGIONAL ECONOMICS F Mrs. Hale

Application of economic analysis to current problems of urban America, such as housing, transportation, population, pollution, education, discrimination, and segregation. Prerequisite: Economics 110.

263 THE MODERN AMERICAN CITY S
Mr. Ticknor

The changing functions, scale and quality of urban life. A framework for viewing modern American metropolitan problems in economic and cultural context. Some field work in the Chicago metropolitan area.

330 URBANIZATION S Mr. Van Hoey

Levels and rates of urban concentration in function of expanding scale of organization of society; relations between techno-economic system, demographic movement and differentiation of local and regional settlement patterns. Definitions of urban problems and models of planning policy. Prerequisite: Sociology and Anthropology 110.

OR

340 DEMOGRAPHY Mr. Van Hoey

Population, size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family, planning, birth controls. Theories, models, and policies. Prerequisite: Sociology and Anthropology 110. (Not offered in 1976-77.)

GROUP B. RESEARCH TOOLS

(2 courses)

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE F Mr. M. Smith

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation and regression, chi-square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines.

OR

230 ECONOMICS STATISTICS F
Mr. Watson

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies.

310 SOCIAL RESEARCH: DESIGN F
Ms. Eskilson

Ethical and political considerations regarding social research logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design, the research proposal. Prerequisite: Sociology and Anthropology 110.

GROUP C: FIELD AND RESEARCH EXPERIENCES

Must include at least one internship and either independent study, the ACM Chicago Term, Term in America, or another internship. (4 course minimum)

395-396 INTERNSHIP W Mr. Fischer

Relates theory to practice by placing students in governmental agencies, community interest groups and public and private planning operations. For more details see Lake Forest College internship brochure. (two course equivalent)

273 TERM IN AMERICA
February Mr. Ticknor

Field study of community and sub-groups in America. Travel to Boston, Old Sturbridge, New York, Newark, Columbia New Town, and South Carolina to observe the historical varieties of American communities. Prerequisite: History 272 January.

ACM CHICAGO TERM F S
4 credits Mr. Ticknor

Wide-ranging experiential exposure to Chicago through seminars, independent study, internships, meeting with community actors, and residence in the city.

SENIOR SEMINAR
(Not offered in 1976-77.)

SUGGESTED SUPPLEMENTARY COURSES
(Not required)

ART 222 (Modern Urban Architecture)

ECONOMICS 330 (Introduction to Econometrics)

FRESHMAN SEMINAR: (Bosses & Reformers in Urban Political History)

HISTORY 165 (The American Industrial Neighborhood)

HISTORY 175 (Social Change in America)

HISTORY 268 (Black America in Transition)

MATHEMATICS 170 (Introduction to Computer Science)

POLITICS 320 (Public Administration)

POLITICS 321 (Public Policy Analysis)

PSYCHOLOGY 240 (Organizational and Industrial Psychology)

PSYCHOLOGY 430 (Community Psychology)

SOCIOLOGY AND ANTHROPOLOGY 201 (Race, Ethnicity, Minorities)

SOCIOLOGY AND ANTHROPOLOGY 240 (Deviance and Crime)

SOCIOLOGY AND ANTHROPOLOGY 290 (Ekistics)

SOCIOLOGY AND ANTHROPOLOGY 320 (Social Research: Technique)

Departmental Majors

BIOLOGY

Professors Giere (Chairperson), Louch; Associate Professors Runge, Weik; Assistant Professors Brown, *Spiess

The undergraduate major in biology is appropriate for the training of the student who wishes to become a professional biologist. Toward that goal the department offers a broad spectrum of courses which will serve as a foundation for the student of botany, microbiology, and zoology in both structural and functional settings. The major is also a desirable preparation of the medical or health scientist, (physician, surgeon, dentist, veterinarian) and the increasing number of careers in the paramedical or physician assistant and nursing fields. Members of the department are happy to advise students interested in the medical or health science field, as well as those who want to enter the two-two cooperative nursing program with Rush College of Nursing and Allied Health Sciences in Chicago. Course work in biology should also benefit those whose careers may be interdisciplinary in nature — biochemistry, biophysics, health physics, pharmacology, physical anthropology or psychology. The environmental scientist will very likely require such an interdisciplinary training.

The department maintains two field areas for teaching and research in ecology. A 15-acre site in West Lake Forest is the gift of Mr. James R. Getz. "Carpenter Woods", nine acres of flood plain of the Des Plaines River, is held by the College on long-term lease from the Nature Conservancy. The department also enjoys access to the Illinois Dunes State Park and the numerous forest preserves of Northeastern Illinois.

*Leave of Absence, Winter 1977

The following courses are open to students who are not contemplating a biology major. There are no prerequisites and/or admission may be gained with the consent of the instructor: Biology 100, 101, 130, 150, 160, 245, 250, 252.

The College has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

The minimum major requirements include eight courses in the department; also Chemistry 110, 111. The chemistry sequence may be delayed until the second year. The student interested in graduate or professional schools will be encouraged to take additional work in the department as well as in cognate sciences and mathematics. The student is not bound by any formal sequence of courses; however, the following guideline must be honored:

- if Marine Biology is taken, both courses must be taken concurrently.
- if Vertebrate Biology is taken, it is strongly recommended that at least two terms be taken; 240 is prerequisite for 241 and/or 242.
- a minimum of one course from each of the following two groupings: 240-2, 245, 260-1, 340, 345 and 250, 252, 255, 260-1, 352 and 356.
- a minimum of three courses numbered 300 and above.

Able students will be encouraged to undertake an independent study-research project or the presentation of a senior thesis.

A grade of "C" or consent of the instructor is required for all of the stated course prerequisites.

100 PLANTS FOR MAN Mrs. Spiess

Economic and aesthetic roles plants and plant products have played in the development of man's societies. Five lectures and one field trip per week. (For non-biology majors.) (Not offered 1976-77.)

101 GENERAL BIOLOGY S Mr. Brown

An examination of some of the major concepts of Biology; how they were developed, how they contributed to the subsequent development of biology and how they have modified man's view of his world. The laboratory will be designed to demonstrate and elucidate the 'scientific method' and its use in examining biological questions. Four lectures and one three hour laboratory per week. No prerequisites.

130 GENERAL GENETICS F Mr. Runge

A consideration of how genes are inherited in the higher organisms and how they interact to produce the variations necessary for evolutionary development. Lectures will include such topics as Allelism, Sex Determination, Complementary Gene Action, Crossing-Over, and Gene Pools among populations. Three lectures per week, four structured laboratory meetings plus independent work on Drosophila crosses. No prerequisites.

160 ENVIRONMENTAL BIOLOGY S Mr. Louch

How organisms and groups of organisms interact with their environment. Four lectures and one lab per week. No Prerequisites.

220 ELECTRON MICROSCOPY W Mr. Weik

Basic concepts of electron optics as related to the design and use of the transmission electron microscope; techniques and problems of sample preparation; and observation of prepared biological samples. Prerequisite: Three courses in biology and consent of the instructor.

221 BIOLOGICAL ILLUSTRATION W Mr. Weik

Introduction to techniques and media commonly employed in biological illustration; drawing, inking, painting, lettering, photomicrography, graph and map preparation, etc. Students who elect this course will be expected to furnish some of their supplies. Five five-hour sessions per week. Prerequisite: One course in botany or zoology.

232 GENERAL MICROBIOLOGY F
Mr. Brown

An introduction to the morphology, physiology, classification, and culture of microorganisms. Three lectures and two laboratory sessions per week. Prerequisite: Chemistry 110, 111.

240, 241, 242 VERTEBRATE BIOLOGY FWS
Mr. Giere

Includes the more traditional comparative anatomy, embryology, histology, and physiology of vertebrate organisms. Fall: classification, reproduction and early development, musculo-skeletal (locomotion) and digestive systems. Winter: Nervous and endocrine coordinating systems. Spring: Respiratory, energy metabolism and temperature regulation, osmoregulation and urogenital and cardiovascular systems. Three lectures and two three hour laboratory sessions per week. No prerequisite for 240. 240 is prerequisite for 241 and/or 242.

245 ORNITHOLOGY S
Mr. Louch

Introduction to the biology of birds. Lab work will emphasize bird recognition in the field while class sessions will cover other aspects of avian biology. Four lectures, one lab per week. Prerequisite: Consent of instructor.

250 VASCULAR PLANTS S
Mr. Weik

Taxonomy, morphology, and ecology of the vascular plants, with special emphasis on the spring flora of Northern Illinois. The lab will include frequent field trips to the department's field study areas, forest preserves, and the Illinois Dunes State Park. Three lectures, two labs per week. Prerequisite: Consent of the instructor.

252 AMERICAN FOREST F
Mr. Weik

Survey of major forest associations of the United States. The ecology, economic use, and analytical techniques employed in studying forest types. Frequent lab trips to forest preserves of Northeastern Illinois, and the department's field study areas. Three lectures, two labs per week. Prerequisite: Biology 160, or consent of the instructor.

255 EVOLUTIONARY ORIGINS OF PLANTS S
Mrs. Spiess

Study of the principles of evolution with emphasis on plant origins. Four lectures per week and independent projects. Prerequisites: Biology 130, one botany course.

260, 261 MARINE BIOLOGY W
Mr. Louch

Biology and ecology of marine organisms. The first part of the course will be spent on campus, the last half will be spent at a marine station in Florida. Courses must be taken consecutively. Prerequisite: Two biology courses and consent of instructor.

300 BIOCHEMISTRY W
Mr. Brown, Mr. Martin

Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure of the enzymes responsible for the biochemical energy transfer processes. Four lectures, one lab per week. Prerequisite: Chemistry 220.

335 CELL PHYSIOLOGY S
Mr. Runge

Fundamental processes of plant and animal cells, emphasizing detailed physico chemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cytodifferentiation. Three lectures, two labs per week. Prerequisite: Biology 300 or consent of instructor.

338 INTEGRATIVE SYSTEMS IN BIOLOGY S
Mrs. Spiess

The elaboration and integration of cells into a living system responsive to the environment. Four lectures and one lab per week. Prerequisite: Biology 130, Chemistry 110, 111, a background in General Biology, or consent of the instructor.

340 ENTOMOLOGY
Mr. Louch

A study of insects leading toward an understanding of, and appreciation for, this most numerous and diversified class of animals. Three lectures and two labs per week. Prerequisite: Biology 130, 160; Chemistry 110, 111; or consent of instructor. (Not offered in 1976-77.)

345 SPECIAL TOPICS IN PHYSIOLOGY
Mr. Giere

The physiology of a single organ system or of the response of several organ systems to a single insult to the organism: e.g., physiology of exercise, endocrine control of metabolism, physiology of skeletal muscle. Prerequisite: two terms of Biology 240, 241, 242; one year of chemistry; and consent of the instructor. (In alternate years; offered in 1977-78.)

352 MORPHOLOGY AND PHYSIOLOGY OF VASCULAR PLANTS F
Mrs. Spiess

A discussion of the environmental factors controlling the life of a flowering plant; germination, absorption and transport of minerals, leaf development and abscission hormones, flowering, and seed formation. Three lectures, two labs per week. Prerequisite: One biology course, Chemistry 110, 111.

356 FRESHWATER ALGAE F
Mr. Weik

Investigations into the biology of freshwater algae including the cytology, reproduction, phylogeny, ecology and laboratory maintenance of representative forms. Three lectures, two labs or field trips per week. Prerequisite: Biology 130 and Chemistry 110.

360 SPECIAL PROBLEMS IN ECOLOGY
Mr. Louch

A study of ecological systems. This is a project-oriented course in which students who have had some previous background in ecology may examine particular aspects of environmental biology by means of laboratory, field, and library research. Three lectures and two labs per week. Prerequisites: Biology 130, 160, and Chemistry 110, 111. A background in botany and zoology is desirable. (In alternate years; offered in 1977-78.)

430 MICROBIAL AND MOLECULAR GENETICS W
Mr. Runge

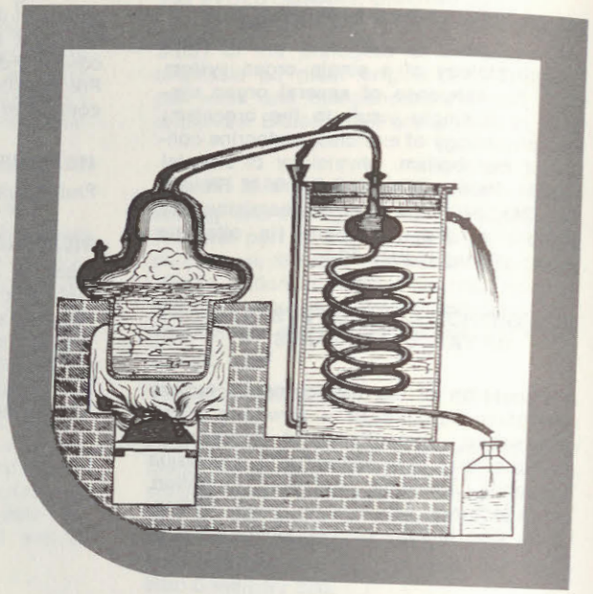
Genetics of bacteria and their viruses, and other microorganisms. Non-Mendelian systems of inheritance, genetic fine structure, transformation and transduction, sex-factors and other plasmids, the biochemical nature of the gene, nucleic acid replication, and the operon concept of genetic control. Four lectures, two labs per week. Prerequisite: Biology 130 plus two other courses in biology and Chemistry 220.

480 SEMINAR
Staff

Prerequisite: By invitation.

INDEPENDENT STUDY

Tutorials (directed study programs on a topic of the student's choice) or **Research Projects** are available with the consent of the instructor, as are **Internships** (a supervised work/study project in a nonacademic environment), with the consent of the instructor and the cooperating agency.



CHEMISTRY

Professors Coutts (Chairperson), Martin; Associate Professor Thompson; Assistant Professor Long; Instructor Klingbeil

The Chemistry Department at Lake Forest College offers a curriculum designed to meet several goals. One of these is to provide some depth and breadth in understanding the important modern principles and theories in all areas of chemistry; this should equip a student with the experiences necessary to correlate, integrate, and explore both familiar and unfamiliar areas of science and of chemistry in particular. A second goal is to provide our students with an exposure to scientific thought and method and to some practical applications of chemistry in modern society.

To achieve these goals, courses are provided which deal specifically with inorganic, organic, physical, analytical, and biological chemistry. A few courses are also available especially for the non-scientist. Our curriculum provides an appropriate experience for students with a variety of educational and vocational objectives: students who take courses in our department prepare for careers in chemistry with or without subsequent graduate study; in other sciences, such as biology or physics; in medicine, dentistry, nursing, veterinary medicine, and health sciences in general; in less directly related areas, such as business, sales, law, or public service. Some students choose chemistry to be equipped to reason scientifically or simply to gain a broad base in their education.

The Chemistry Department is well prepared to meet its objectives in terms of staffing, equipment, and library holdings. The faculty is diverse in areas of expertise, and our instrumentation is modern and unusually complete. Instrumentation includes a mass spectrometer; a nuclear magnetic resonance spectrometer; an atomic absorption spectrometer; five gas chromatographs; several infrared, ultraviolet, and visible spectrophotometers; and a variety of apparatus, such as high efficiency distillation columns, vacuum lines, and hydrogenation equipment. All of this equipment is accessible to students at suitable levels in course work and research. Thus, all students are given

opportunities by means of courses, independent studies, individual student-faculty contacts, and broad use of instrumentation to develop appropriate proficiency in chemistry.

The department is on the approved list of The American Chemical Society and has an active chapter of the Student Affiliates of The American Chemical Society which sponsors a variety of activities, including a speaker program throughout the year.

A minimum major in chemistry consists of eight courses, which must include the following seven: 110, 111, 112, 220; 221, 320, 321; the eighth chemistry course must be at or above the 300 level. Courses intended specifically for the non-science major are not applicable toward the major (i.e., 100, 102, 104, 106.) In addition to these requirements, a chemistry major is required to take Mathematics 110 and 111, and Physics 120 and 122. For a student who plans to do graduate study in chemistry, it may be appropriate to take more than the minimum in chemistry, physics, and mathematics, and a reading knowledge of German may be desirable. During both the summer and academic year, our chemistry majors frequently engage in junior and senior level research projects.

***100 CHEMISTRY: ITS NATURE AND IMPACT ON SOCIETY**

Considerations of some fundamental principles and theories of chemistry, together with their application to man's intellectual and physical activities and way of life. Also discussion of the contributions of chemistry to the creation and solution of some of society's technological problems. (Not offered in 1976-77.)

***102 ENVIRONMENTAL CHEMISTRY**

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included. (Not offered in 1975-76.)

***104 CHEMISTRY AND LIFE F**
Ms. Klingbeil

Provides sufficient background in chemical principles to allow investigation of topical issues such as nuclear energy, organic wastes, everyday drugs, air and water pollutants, desalinization, detergents, pesticides, and food additives. No laboratory.

***106 ENERGY AND YOU: AN ECOLOGICAL APPROACH W**
Mr. Thompson

This course focuses on two of the fundamental laws of science (first and second laws of thermodynamics) and their application to a variety of practical and philosophical questions and problems pertinent to you and your life style: energy generation and interconversion, accompanying efficiencies, "overpopullution," etc. No laboratory.

110 INTRODUCTORY CHEMISTRY I: ATOMS, MOLECULES, AND MATTER F Mr. Thompson

Stoichiometry; atomic and molecular structure; chemical bonding; properties and theories of gases, liquids, solutions, and solids. Lab involves introductory quantitative techniques and analysis. Four class meetings, one lab per week.

111 INTRODUCTORY CHEMISTRY II: CHEMICAL EQUILIBRIUM W Staff

Fundamental equilibrium considerations of ionic and gaseous solutions; application of equilibria to qualitative analysis; coordination compounds. Prerequisite: Chemistry 110. Four class meetings, one lab per week.

112 INTRODUCTORY CHEMISTRY III: RATES, ENERGY, AND ANALYSIS S Staff

Basic concepts of kinetics and energetics of chemical reactions. Electrochemical and spectroscopic methods of analysis and basic methods of separation. Lab in-

*Note: Chemistry 100, 102, 104 and 106 are independent, non-mathematical courses designed for students with no previous science background.

cludes introductory instrumental methods. Prerequisite: Chemistry 111. Four class meetings, one lab per week.

220 ORGANIC CHEMISTRY I: STRUCTURE AND FUNCTION OF ORGANIC MOLECULES F

Mr. Martin, Ms. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods, infrared spectroscopy, and gas chromatography. Prerequisite: Chemistry 111 or consent of instructor. Four class meetings, one lab per week.

221 ORGANIC CHEMISTRY II: ORGANIC REACTIONS AND STRUCTURAL ANALYSIS S

Mr. Martin, Ms. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Four class meetings, one lab per week.

300 BIOCHEMISTRY W

Mr. Martin, Ms. Klingbeil

Offered jointly with the Biology Department. Introduces control concepts of biochemistry at the cellular level. Protein structure of enzymes responsible for biochemical energy transfer processes. Prerequisite: Chemistry 220. Four lectures, one lab per week.

310 INTERMEDIATE ORGANIC CHEMISTRY

Mr. Martin, Ms. Klingbeil

Variable content, with topics selected from the following: proteins and other macromolecules; enzymic reaction mechanisms; photochemistry, radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 221. Four class meetings, one lab per week. (In alternate years. Not offered in 1976-77.)

320 PHYSICAL CHEMISTRY I: CHEMICAL THERMODYNAMICS AND EQUILIBRIUM F

Mr. Coutts, Mr. Long, Ms. Faber

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; homogeneous and heterogeneous equilibria; phase diagrams; introductory statistical thermodynamics. Prerequisite: Chemistry 221 or consent of instructor. Four class meetings, one lab per week.

321 PHYSICAL CHEMISTRY II: CHEMICAL DYNAMICS S

Mr. Coutts, Mr. Long, Ms. Faber

Kinetic molecular theory; chemical kinetics; solution phenomena; electrode processes. Prerequisite: Chemistry 320 or consent of instructor. Four class meetings, one lab per week.

330 QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE W

Mr. Coutts, Mr. Long

Introductory quantum mechanics emphasizing nature of chemical bonding; determination of molecular structure through spectroscopic and related techniques. Prerequisite: Chemistry 320 or consent of instructor. Four lectures, one lab per week.

410 INSTRUMENTAL METHODS F

Mr. Long

Theory and operational techniques of instrumental analyses for structural and analytical applications in all branches of chemistry. Includes spectroscopic, chromatographic, electrochemical, and radiochemical methods. Prerequisite or corequisite: Chemistry 321 or consent of instructor. Two class meetings, two labs per week.

420 INORGANIC CHEMISTRY S

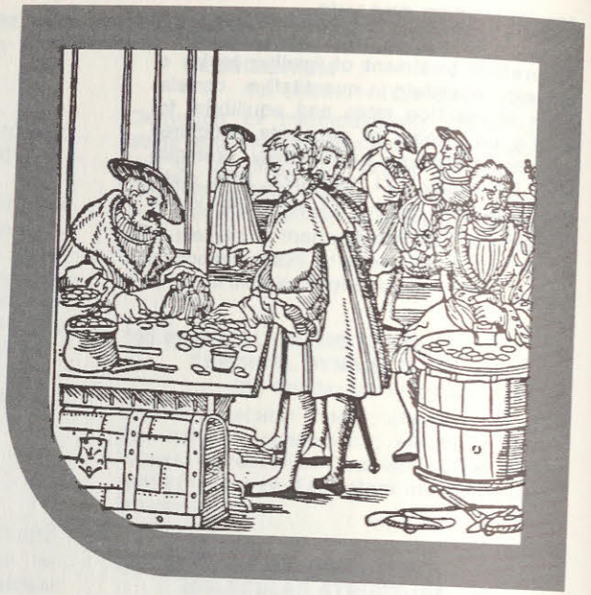
Mr. Thompson

Concepts in inorganic chemistry, with emphasis on structure and bonding; molecular orbital theory; electron deficient molecules; coordination compounds; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Prerequisite or corequisite: Chemistry 321 or consent of instructor. Four lectures, one lab per week.

430 ADVANCED ORGANIC CHEMISTRY W

Mr. Martin

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 221 and 321. Five class meetings per week. (In alternate years. Offered in 1976-77.)



ECONOMICS

Professors Hale (Acting Chairperson), †Herlihy (Chairperson); Assistant Professors Baade, Helgens, Howe; Instructor Watson

The study of economics is concerned with two basic questions faced in any human society; (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive process are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these two questions.

The study of economics at Lake Forest College can begin at either the freshman or sophomore level. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, at this level the course offerings include a number of problem or issue-oriented courses.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Also, internships in the Summer and Winter terms are available, involving off-campus experiences related to economics.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration, law and medicine. Majors contemplating graduate or professional training are urged to consult with their economics department advisers concerning selection of courses.

Students planning to major in economics should complete the two intermediate theory sequences (Economics 210, 310 and 220, 320) by the end of the junior year. The major in economics includes as a minimum, Economics 110, (or 101 and 102), 210, and 220, plus any five economics courses above 200. Economics 110 is a prerequisite for all other courses in the department except 130 and 131 (neither of which are credited to the major.)

†Sabbatical Leave of Absence, 1976-77

101 ORTHODOX AND RADICAL MICROECONOMICS W Mr. Baade

Analysis of the market economy from both an orthodox and a radical perspective. Traditional microeconomic models are constructed and critiqued. In addition, the value construct implicit in orthodox models is explored and critiqued. (Economics 101 **and** 102 together fulfill the principle requirements. Students who do not intend to take any additional economics courses are free to elect either or both 101 and 102.)

102 MACROECONOMIC MODELS AND INSTITUTIONS W Mr. Baade

Macroeconomic problems and institutions are explored (as both Western and non-Western economies.) Monetary policy, fiscal policy, and variations of state planning are discussed as solutions to macroeconomic problems. (Economics 101 **and** 102 together fulfill the principles requirement. Students who do not intend to take any additional economics courses are free to elect either or both 101 and 102.)

110 PRINCIPLES OF ECONOMICS FS Staff

Structure, function, and problems of the American economy, with emphasis on application of economic principles to analysis of current problems.

111 COMPARATIVE ECONOMIC SYSTEMS Mr. Baade

Examination and analysis of the role of non-market direction of resources in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, and Great Britain. (Not offered in 1976-77.)

112 RADICAL ECONOMICS Mr. Watson

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, migratory workers, pollution, and the economics of women. (Not offered in 1976-77.)

113 MONEY AND CAPITAL MARKETS W Mr. Howe

Analysis of the economic functions and operations of money and capital markets in the United States, with emphasis on the legal and economic structure of bank and non-bank financial institutions, and the impact of regulation and public policy on funds flow and interest rates.

114 ECONOMICS OF PUBLIC UTILITIES W Mr. Howe

Examination of an important class of U.S. industries supplying electricity, natural gas, telephone and telegraph services. Review of the legal, regulatory and economic characteristics of utilities; introduction to the theory of regulation; analysis of utility and regulatory commission behavior; a critique of economic regulation.

120, 121 ECONOMICS OF HEALTH CARE Mr. Herlihy

Analysis of the economic dimensions of health care. 120 (January) involves in-class examination of health care literature; 121 (February) involves field research on health care in Lake County, Illinois. Economics 120 is a prerequisite to Economics 121. (Not offered in 1976-77.)

130 ACCOUNTING I WS Mr. Helgens

Fundamental principles and procedures of accounting for business enterprises.

131 ACCOUNTING II W Mr. Howe

Analysis and interpretation of accounting statements and data for management purposes. Prerequisite: Economics 130.

140 HISTORY OF ECONOMIC THOUGHT W Mr. Helgens

An introductory survey of the historical evolution of economic concepts, with emphasis on the development of economic theory. Some consideration will be given to the relevance of economic theory to analysis of current economic problems.

210 PRICE THEORY FS Mr. Howe

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included.

220 MACRO-ECONOMICS FS Mr. Watson, Mr. Helgens

Examination of the major components of

national income. Application of macroeconomic models to current problems of employment, the price level, and economic growth.

221 BUSINESS CYCLES AND FORECASTING W Mr. Watson

The nature of business cycles and the uses of business indicators, consumer and business expenditure surveys in forecasting economic activity. Students will make their own forecasts by building a GNP expenditure model. Prior knowledge of the computer or statistics is useful but not required. Prerequisite: Economics 220.

230 ECONOMIC STATISTICS F
Mr. Watson

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies.

240 REGIONAL ECONOMICS F
Mrs. Hale

Application of economic analysis to current problems of urban America, such as housing, transportation, population, pollution, education, discrimination, and segregation.

310 OLIGOPOLY IN AMERICA S
Mrs. Hale

Analysis of problems created by oligopolies, based on theoretical models and industry case studies. Prerequisite: Economics 210.

320 MONETARY AND FISCAL POLICY S
Mr. Baade

Analysis of theories of economic growth and stabilization in advanced Western economies, utilizing tools of monetary and fiscal policy. Prerequisite: Economics 220.

330 INTRODUCTION TO ECONOMETRICS S
Mr. Watson

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Extensive use of computer programs. Prerequisite: Economics 230.

340 MANAGERIAL ECONOMICS Mr. Howe

The economic modelling of particular firms for the purpose of solving specific management problems, with emphasis on the reasoning process and model construction. Prerequisite: Economics 210. (Not offered in 1976-77.)

345 CORPORATION FINANCE F
Mr. Howe

Identification of the institutional setting in which the firm operates, and exploration of how the investment, financing and dividend decisions affect the objectives of the firm. Prerequisites: 130 and 230.

410 ANTI-TRUST IN AMERICA F
Mrs. Hale

Examination of the problems of market power by studying the leading U.S. Supreme Court cases. Prerequisite: Economics 310.

420 LABOR IN THE AMERICAN ECONOMY
Mr. Herlihy

Economics of the labor market. The labor problems of American industrial society, in the context of labor unions and collective bargaining. Prerequisite: Economics 210, or consent of instructor. (Not offered in 1976-77.)

430 INTERNATIONAL ECONOMICS S
Mr. Baade

Principles, institutions, and policies of international trade. Prerequisite: Economics 210 and 220, or consent of instructor.

490 INTERNSHIPS IN ECONOMICS W
Mrs. Hale

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies, available Winter and Summer terms. Some internships have specific course prerequisites to be completed before the internship begins. Two course credits.

INDEPENDENT STUDY

Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

EDUCATION

Assistant Professor Bergmann (Chairperson); Professors Hansen (Philosophy); Zilversmit (History); Associate Professor Frankel (Psychology); Lecturer ‡Singer

At Lake Forest the education of teachers is an all-College concern. Each department of the College is deeply involved in its own discipline and in the processes by which knowledge within that discipline is developed. Therefore, a major role in the education of candidates for the teaching profession is played by academic departments. For example, the general education of every teacher certification candidate must include substantive work in English, science, mathematics, social and behavioral science, and the humanities. There are teacher certification candidates enrolled in most departments of the College.

Teacher candidates interested in early childhood, special, or elementary education are encouraged to elect an interdisciplinary concentration in psychology and education as well as to meet the general education requirements outlined by the State Certification Board. Students especially interested in junior high or high school age students are encouraged to elect courses in psychology and education suitable to their age-level interests as well as to fulfill general education requirements and to major in the academic area in which they hope to teach. Students particularly interested in urban education may participate in the ACM Urban Education Program in Chicago.

The Department is committed to the development of a concentration on teaching in the Middle School, an area of growth in contemporary Education.

Students interested in Education have an opportunity to explore the field in the course, Observing the School Process. Those wishing to pursue State Certification may plan individualized programs with the help of advisers, interdisciplinary committees, and the head of the Education Department. Due to the number of State requirements however, early planning is strongly recommended.

Guidelines for Illinois State Certification are given here for your information, but students are reminded that specific program planning is done individually in cooperation with the chairperson of the Education Department.

Students interested in any aspect of the teacher training sequence are advised to attend to the general education requirements set down by the State Certification Board when planning their college programs, and to consult with the Department before registering for Professional Education courses.

State of Illinois — Standard Elementary Certificate (K-9)
(Recognized and Approved 12/30/68)

A. General Education	
1. Language Arts (English, Composition, Educational Inquiry, Speech and/or Drama)	3 courses
2. Science (½ course; Methods — Barat)	2½ courses
3. Social Science (including one course in Am. History or Am. Government)	2 courses
4. Humanities (including minimum of ½ course Music, ½ course Art)	1½-2 courses
5. Mathematics (220-221 — Barat)	1½-2 courses
6. Electives in any of the above fields and/or psychology (except Educational Psychology)	8 courses
B. Professional Education	
1. Practicum: Observing the School Process	1 course (Ed. 210)
2. Philosophies of Education	1 course (Ed. 220)
3. Psychology Applied to Education	1 course (Ed. 310)
4. Art Education (applied to 4 above)	½ course (Ed. 312)
5. Theories and Methods of Language Learning	1 course (Ed. 313)
6. Health Education	1 course (Ed. 314)
7. Teaching Elementary Grades (K-5): Methods and Materials	½ course (Ed. 417)
8. Teaching Elementary Grades: Internship	2 courses (Ed. 418)

State of Illinois — Standard Secondary Certificate (6-12)
(Recognized and Approved 12/30/68)

A. General Education	
1. Language Arts (English, Composition, Educational Inquiry, Speech and/or Drama)	2 courses
2. Science and/or Mathematics	1½-2 courses
3. Social Science (including Am. History and/or Am. Government)	1½-2 courses
4. Humanities (including foreign language and literature)	1½-2 courses
5. Electives in any of the above fields including psychology (except Educational Psychology)	2 or 3 courses
B. Professional Education	
1. Practicum: Observing the School Process	1 course (Ed. 210)
2. Philosophies of Education	1 course (Ed. 220)
3. Psychology Applied to Education	1 course (Ed. 310)
4. Health Education	1 course (Ed. 314)
5. Teaching Junior/Senior High School: Methods and Materials	2 courses (Ed. 420)
6. Teaching Junior/Senior High School: Internship	½ course (Ed. 419)
7. Electives	

210: PRACTICUM: OBSERVING THE SCHOOL PROCESS F
Ms. Bergmann

An introduction to the process of teaching from pre-school to Adult Education with a focus on the Middle School.

220 PHILOSOPHIES OF EDUCATION S
Mr. Hansen

Introduction to contemporary philosophies of education with special attention to their views of human nature and their justification of the claimed goals and values of education. (Also listed as Philosophy 220.)

310 PSYCHOLOGY APPLIED TO EDUCATION S Staff

Principles of psychology as applied to the teaching-learning situation. Emphasis is on teaching as applied psychology and the socio-emotional contexts of education. Juniors and Seniors.

311 ADVANCED FIELD WORK AND RESEARCH FS

Students who have completed 210 and 310 and who wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is required. Variable course credit.

312 ART EDUCATION F½** Ms. Singer

The media and methods of teaching elementary school art. Required only for elementary certification and applicable under State General Education Requirements, Art. One half course.

313 THEORIES AND METHODS OF LANGUAGE LEARNING F
Ms. Bergmann

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading.

314 HEALTH EDUCATION* S
Ms. Bergmann

Emphasis on normal physical and emotional growth and development through adolescence. Training in recognition of deviations in physical and emotional development as they might present themselves to classroom teachers. Individual projects in areas of special interest. Evening course, may be taken concurrently with student teaching if necessary.

330 GUIDANCE SKILLS FOR CLASSROOM TEACHERS W Ms. Bergmann

A learning experience in the development of practical skills which aid in fostering human relations in the classroom between teachers and students.

340 BEHAVIOR DISORDERS AND LEARNING DISABILITIES IN CHILDREN S Ms. Frankel

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. We will focus on special diagnostic problems and specific methods of treatment including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Also listed as Psychology 340.

417 TEACHING ELEMENTARY GRADES (K-5): METHODS AND MATERIALS W½** Ms. Bergmann

Taken in conjunction with teaching internship. Stresses practical applications to classroom teaching using facilities and experiences in cooperating schools. One half course.

418 TEACHING ELEMENTARY GRADES — SCHOOL INTERNSHIP S
Ms. Bergmann

Full day supervised teaching ten+ weeks in cooperating school. Double course credit.

419 TEACHING JUNIOR/SENIOR HIGH SCHOOL (6-12): METHODS AND MATERIALS W½**
Ms. Bergmann

Taken in conjunction with teaching internship. Stresses practical applications to classroom teaching using facilities and experiences in cooperating schools. One half course.

420 TEACHING JUNIOR/SENIOR HIGH SCHOOL: SCHOOL INTERNSHIP S Ms. Bergmann

Full day supervised teaching ten+ weeks in cooperating school. Double course credit.

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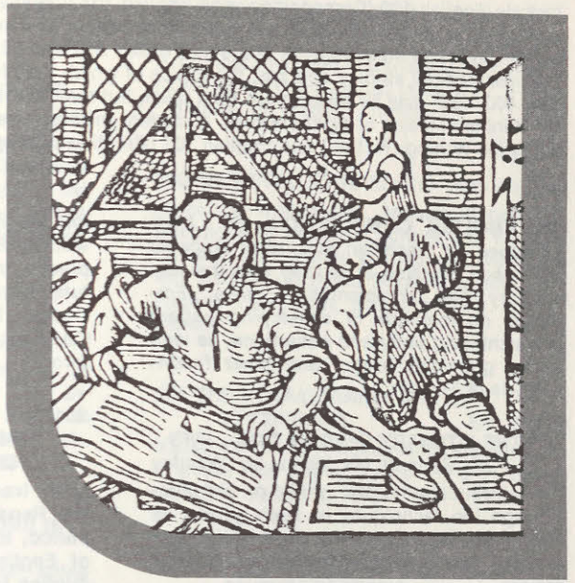
* Only students enrolling for all certification requirements for the state of Illinois or some other state may count this toward the graduation requirement.

** This course required for certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load.



ENGLISH

Professors Cowler (Chairperson), Milne; Associate Professors Bennett, Greenfield, Hentz; Assistant Professors Swander, Whatley; Lecturer Maland

English, as taught at Lake Forest College, is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression, as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions and activities of real or imaginary people presented memorably in words.

A college major in English, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing and publishing, employers are increasingly offering opportunities in business and elsewhere (e.g., the field of law) to young people who have had the advantages of a broad liberal education.

The requirements for the major include the introductory course 104 (prerequisite for all advanced courses but not counted toward the major); the background courses, 200 and 201; two period courses, one before 1700 (300, 301, 302, 303, 400), and one after 1700 (304, 305, 306, 307); and the integrating course, 484. Once a student has declared a major, he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquia, seminars, independent studies, writing courses, and electives in related fields. Majors who plan to do graduate work should orient their programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

Because of the wide appeal of literature for all students, the department offers a range of courses attractive to the non-major as well as to the major. In the freshman year, for example, the prospective English major is given English 104 (The Literary Imagination), while the non-major may choose English 106 (Literature and Society). Writing courses

include English 100 (Composition) and English 107 (Creative Writing). In the Winter term, all courses through the 200 level are open to freshmen, who may also take in the spring the two background masterpieces courses, English 200 and 201.

Those special studies courses, the topics of which vary from year to year (206, 207, 213, 380, 400, 485) may be taken more than once, but majors may count them only once toward the minimum major of eight courses. A student may receive credit for both English 107 (Creative Writing: Fiction) and English 107 (Creative Writing: Poetry).

100 ENGLISH COMPOSITION FS Staff
Designed for freshmen and other students who need practice in writing effective expository and argumentative prose. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English.

104 THE LITERARY IMAGINATION FWS
Mr. Bennett, Ms. Hentz, Mr. Whatley
An introduction to the study of literature through the techniques of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors.

106 LITERATURE AND SOCIETY FW
Mr. Greenfield
An exploration of works of literature which focus on social, philosophical, and religious issues of contemporary concern. (Designed for non-majors, with preference given to freshmen.)

107 CREATIVE WRITING FS Ms. Swander
Practice in types of imaginative writing with emphasis on the short story and the poem. Group discussions and individual conferences.

109 MYTH AND LITERATURE W
Mr. Whatley
Detailed study of various representative myths and mythic archetypes (e.g., Creation, Fall, Satan, the Mother Goddess) and their influence on western literature. Readings from the Bible, Greek and Roman mythology, medieval and modern literature.

200 MASTERPIECES OF LITERATURE: ANCIENT AND MEDIEVAL FS
Ms. Cowler, Mr. Whatley
Origin and development of literary types and traditions as background for continued work in English literature. Selected masterpieces from ancient and medieval literature: Homer, Greek drama, Virgil, Beowulf, Dante, Medieval drama and romance, Chaucer. Open to freshmen in the spring term.

201 THE ENGLISH TRADITION: RENAISSANCE AND NEO-CLASSICAL FS Ms. Hentz
Main traditions of English literature from the Renaissance through the neoclassical period, to serve as a context for the study of English literature as well as an introduction to masterpieces of the period.

202 SHAKESPEARE S Ms. Hentz
Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

203 FILM F Mr. Maland
An introduction to film studies, stressing film history and the development of film language. Students will view works by important European, Asian and American film-makers — films like **Citizen Kane, Rashomon,** and **The Bicycle Thief** — which treat fundamental issues of human value and experience.

204 CONTEMPORARY LITERATURE S
Mr. Greenfield
Literature of both East and West, drawn mainly from writings of the past thirty years, including works by Mishima, Mao Tse-Tung, Kawabata, Lagerkvist, Durrenmatt, and Grass.

205 WRITING WORKSHOP FW
Ms. Swander
An advanced course for students with considerable skill and experience in creative or expository writing and wanting increased proficiency. Prerequisite: English 100 or 107, or permission of instructor.

206 LITERARY TYPES AND TRADITIONS W Staff
Investigation of the development and character of some genre or form of literature: tragedy, comedy, satire, biography, the lyric, the short story. In 1976-77 — Comedy and the Comic, Mr. Bennett; Fairy Tales, Mr. Greenfield; Satire, Ms. Cowler.

207 SPECIAL STUDIES FW
Ms. Cowler, Mr. Greenfield
Intensive analysis of the works of one or two important literary figures or the detailed study of a single major work. In 1976-77 — Steinbeck and Orwell, Mr. Greenfield; Jane Austen, Ms. Cowler.

208, 209 CONTINENTAL LITERATURE IN TRANSLATION
Mr. Bennett, Mr. Milne
Classics of European literature, chiefly French, German, and Russian: 208, such writers as Rabelais, Montaigne, Cervantes, Racine, Moliere, Voltaire, Rousseau, and Goethe; 209, Balzac, Flaubert, Zola, Dostoievsky, Tolstoy, Baudelaire, Ibsen, and others. (Not offered in 1976-77.)

210 EARLY AMERICAN LITERARY CULTURE W Mr. Milne
The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

211 STUDIES IN 19TH CENTURY AMERICAN LITERATURE F
Mr. Milne
Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain.

212 STUDIES IN 20TH CENTURY AMERICAN LITERATURE S
Mr. Milne
Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

213 INTERDISCIPLINARY STUDIES S
Mr. Greenfield
A comparative and interdisciplinary exploration of selected topics. In 1976-77 — The "Modern" in Modern Literature.

300 MEDIEVAL STUDIES W Mr. Whatley
Romance, dream and debate: literary explorations of medieval culture and society. Authors and works studied will vary but will include Chretien, Dante, Chaucer, the English Pearl-poet and the lives of the saints.

301 THE RENAISSANCE: AGE OF EXPERIMENT Ms. Hentz
Sixteenth century humanism; experiments in prose and poetry, culminating in Spenser. (Not offered in 1976-77.)

302 DRAMA AND SOCIETY IN THE AGE OF SHAKESPEARE
Focusing on the drama of Shakespeare's contemporaries (Marlowe, Jonson), an attempt is made to examine the "mind of an age." Works are read with emphasis on social and cultural significance. (Not offered in 1976-77.)

303 JOHN DONNE AND HIS CONTEMPORARIES F Ms. Cowler
Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition.

304 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE Ms. Cowler
The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1976-77.)

305 THE ROMANTIC PERIOD F
Mr. Bennett
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era.

306 VICTORIAN LITERATURE S
Mr. Bennett
Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself.

307 THE ENGLISH NOVEL Mr. Milne
Development of the novel; representative works by major figures from Defoe through Conrad. (Not offered in 1976-77.)

308 MODERN DRAMA W Mr. Bennett
Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Durrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others.

309 MODERN FICTION F
Mr. Greenfield, Mr. Milne
Studies in the form, substance, and background of the modern novel, focusing on such writers as Gide, Proust, Kafka, Mann, Joyce, Hemingway, Faulkner.

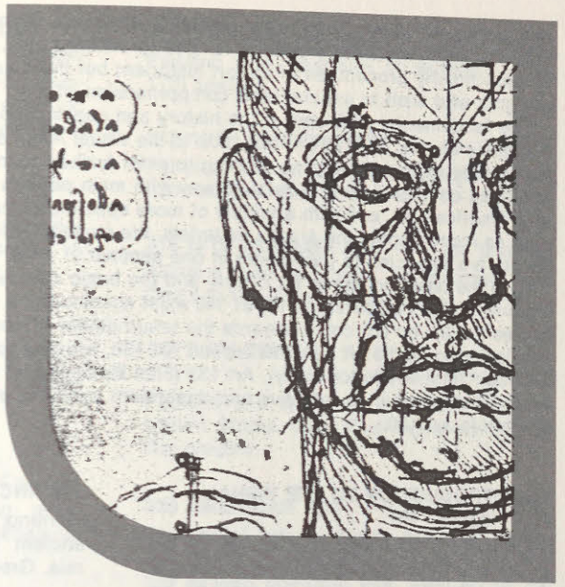
310 MODERN POETRY W Ms. Hentz
Major figures in English and American poetry of this century.

380 JUNIOR COLLOQUIUM W
Mr. Whatley
Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. In 1976-77 — The Androgynous Mind.

400 MAJOR ENGLISH AUTHORS
Writers of eminence, such as Chaucer and Milton, Joyce and Yeats. (Not offered in 1976-77.)

484 THEORY OF LITERATURE S
Ms. Cowler
Important critical modes and approaches to literature; an integrating experience for the senior major.

485 SEMINAR: SELECTED TOPICS
Mr. Milne
Focuses on a limited topic changing from year to year; stresses independent investigation and intensive study. Open to juniors and seniors with permission of instructor. (Not offered in 1976-77.)



FINE ARTS

Professors Bowen, Mitchell (Chairperson), Schulze; Associate Professors Croydon, Kirby, Smith; Instructor McKeon; Lecturers ‡De Fotis, ‡R. Mitchell, ‡Orr, ‡Tutterow; Teaching Associates Huhn (Organ), P. Faller (Voice), R. Faller (Brass wind instruments), Freer (Clarinet and Saxophone), Scheuzger (Violin and Viola), Chapman (Flute)

The department offers two majors: Art History, and Music History and Theory.

Art

The principal direction of the department is theoretical rather than practical. The major is in art history. In the belief that some personal experience of what an artist actually does is a necessary accompaniment of art historical study, majors are required to take one course in studio art and are encouraged to take more than one. It is the policy of the department that all creative work — whether by majors or non-majors, for credit or not — will be encouraged. A number of more advanced studio courses are offered for credit in addition to the courses in art history; other courses in studio art may be taken at Barat College.

Art history is a humanistic discipline the study of which should relate to the methods and standards the student will encounter in other departments of the College. The course work in art history concerns itself with those things theoretical, historical, critical, and aesthetical which should add not only to one's appreciation and understanding of the

‡Part-time Teaching, 1976-77

visual arts, but which, further, are central to any more developed scholarly approach to the field. For those students preparing for post-graduate study, the courses will provide training in the scholarly procedures of the art historian; but the courses also are aimed at those students who wish to expand their comprehension of art.

The fundamental problems of the history and appreciation of art are explored in a basic course, Art 110 (Introduction to the Visual Arts), a prerequisite for all art history majors and for anyone wishing to enter further courses in the discipline. The more advanced courses deal in a detailed way with main periods and styles of Western art, with American art, and with a variety of more specialized concerns of the art historian, such as iconography, the artist's materials, the museum and so forth. During the senior year, majors are expected to participate in one seminar.

Both the basic course in art history and the basic course in studio art are open to freshmen. One course credit in Art 130 must accompany a major in art history, but studio course credits do not count towards the total number of courses required for the major. Admission to studio art courses beyond Art 130, with the exception of Art 131 (Drawing), Art 132 (Creative Photography), Art 133 (Film Making) and Art 240 (The Physics and the Art of Photography), is selective and dependent upon the attainment of a high standard of work in Art 130.

110 INTRODUCTION TO THE VISUAL ARTS FS

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

111 HISTORY OF ARCHITECTURE F
Mr. Schulze

Evolution of architectural style and thought from antiquity to the present.

130 STUDIO ART: ELEMENTS OF DESIGN FS Mrs. Mitchell, Mr. Croydon

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 STUDIO ART: DRAWING W
Mr. Mitchell

Principles and practice of drawing with emphasis on drawing from the model.

132 STUDIO ART: CREATIVE PHOTOGRAPHY

A basic course in photography offered normally in the Summer term.

133 STUDIO ART: FILM MAKING FS
Mr. Orr

A study of film with an emphasis on production and the various techniques of film making.

210 ANCIENT ART S Ms. McKeon

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 MEDIEVAL ART Ms. McKeon

Art of the Early Christian, Byzantine, and Medieval periods. (Not offered in 1976-77.)

212 ITALIAN ART OF THE EARLY RENAISSANCE F Ms. McKeon

Painting and sculpture in Italy from the late 13th through the 15th century.

213 NORTHERN ART OF THE LATE GOTHIC AND RENAISSANCE S
Mr. Mitchell, Ms. McKeon

Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

220 CLASSICAL ART S

Art and architecture of the Hellenic world in the Minoan through Byzantine Periods. (Offered only in Athens.)

221 HISTORY OF MEDIA AND MATERIALS W
Mr. Croydon

The evolution and use of different media, materials, and techniques by the sculptor, painter, and draughtsman in the course of history.

222 MODERN URBAN ARCHITECTURE
Mr. Schulze

International building design (mostly commercial and industrial) and city planning since the second half of the nineteenth century. (Not offered in 1976-77.)

223 20TH CENTURY SCULPTURE
Mr. Croydon

The evolution of sculpture from Rodin to the present. (Not offered in 1976-77.)

230 STUDIO ART: PAINTING F
Mrs. Mitchell, Mr. Croydon

Advanced creative projects using various painting media.

231 STUDIO ART: SCULPTURE S
Mr. Croydon

Advanced creative projects using traditional and contemporary three dimensional media.

232 STUDIO ART: GRAPHIC ARTS

Advanced creative projects in various print-making media. (Not offered in 1976-77.)

240 STUDIO ART: THE PHYSICS AND THE ART OF PHOTOGRAPHY W
Mr. Donnally, Mr. Croydon

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Physics 200).

250 SPECIAL STUDIES: WOMEN IN ART W Ms. McKeon

An investigation of the role of women in the visual arts.

251 SPECIAL STUDIES: "THE CHICAGO SCENE" W Mr. Schulze

An investigation into the artistic resources of Chicago.

310 ITALIAN ART OF THE 16TH CENTURY S Mr. Mitchell

Painting and sculpture of the High Renaissance and Mannerist artists of Rome, Florence, and Venice.

311 17TH CENTURY ART F Mr. Mitchell

Painting and sculpture in Europe in the 17th century.

312 18TH CENTURY ART Mr. Mitchell

Painting and sculpture in Europe in the 18th century. (Not offered in 1976-77.)

313 19TH CENTURY ART S Mr. Mitchell

Painting and sculpture in Europe from David to the Post-Impressionists.

314 20TH CENTURY ART FS
Mr. Croydon, Mr. Schulze

Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

320 AMERICAN ART F Mr. Schulze

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

350 SPECIAL STUDIES: GREAT ARTISTS W Ms. McKeon

Intensive study of the work and lives of individual great artists. In 1976-77: Hieronymus Bosch.

351 SPECIAL STUDIES: ART CRITICISM W Mr. Schulze

The theory and practice of art criticism and its role and influence in the arts.

480 SEMINAR (Not offered in 1976-77.)

Dramatic Art

A major in Dramatic Art is not offered.

210 FUNDAMENTALS OF TECHNICAL THEATRE F Mr. Tutterow

A lab oriented study of the basics of set design, lighting design, construction, rigging, and in-production operation. Students will also address problems of tech theatre for various types of staging, and will briefly study theatre architecture. Emphasis will be on students' lab-work in preparing and running one of two Garrick Players fall productions.

220 THE ART OF THE ACTOR S
Mr. Tutterow

Various theories of acting in the modern theater from Delsarte to the present, with an opportunity for students to put these theories into practice. Stagecraft lab is required.

Music

An integrated approach to music theory, history, and performance practices sets the curriculum tone for music majors. Four required theory courses include work with basic melodic and chordal structures; formal modes of musical organization; harmonic analysis; and counterpoint. Ear training, sight-singing, and creative work are combined with the preceding facets of study. The theoretical aspects of harmony and counterpoint provide the basis for the comprehension of advanced history courses.

Courses in music history, like those in art, emphasize the major stylistic periods of the Western World. In addition to the study of music in its historical perspective, stylistic developments in music are related to those of other arts. Music 110, Introduction to Music Literature (or its equivalent), is a prerequisite for advanced history courses.

A music major should demonstrate a minimum keyboard proficiency or performing ability in another instrument. Staff members give instruction in piano and organ. Instruction in all other instruments and voice is arranged with qualified musicians from the Chicago area.

The College Choir and Madrigal Singers are the departmental co-curricular musical organizations. Competent instrumentalists may audition for the Lake Forest Symphony Orchestra; and student-directed ensembles are encouraged. These groups present frequent concerts and provide excellent musical experience for all participants.

The major includes Music 110, 150, 151, 152, 230, 250, 251, 340 and 341. In addition to the required course work, majors must have one year of applied music and must participate in a choral or instrumental ensemble. A reading knowledge of German is encouraged, especially for the student who may wish to pursue graduate studies in music history.

108 FUNDAMENTALS OF MUSIC W½
Miss Bowen

A study of basic materials of music with emphasis on sight-singing, ear-training, and analysis of melodic styles.

110 INTRODUCTION TO MUSIC LITERATURE* FS
Miss Bowen, Mr. Kirby, Ms. De Fotis

Explanation of basic materials of music leads to the survey of major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening. No previous knowledge of music required.

111, 211, 311, 411 APPLIED MUSIC FWS
Staff

Private instruction in piano, organ, voice, and orchestral instruments. One half-hour lesson and a minimum seven hours of practice per week. Satisfactory completion of one year of instruction qualifies a student for one course credit. Added fee for private lessons.

Any student who desires more than two course credits in applied music or choir must satisfactorily complete the first term of theory.

116 SYMPHONIC MASTERPIECES* W
Miss Bowen

Varied aspects in the history of the symphony from its inception to the present day.

117 INTRODUCTION TO NON-WESTERN MUSIC Mr. Kirby

A study of music outside the European "Art" tradition. Prerequisite: Music 110 or a knowledge of materials of music. (Offered in alternate years. Not offered in 1976-77.)

150, 151 MUSIC THEORY FS
Miss Bowen

Basic vocabulary of materials of musical composition: melodic and chordal structures; diatonic and chromatic harmony with emphasis on four-part writing, analysis, and creative work.

152 FORM AND ANALYSIS W Mr. Kirby

A detailed study of short lyric forms, the dance forms used in suites, and sonata structures. This leads to both structural and harmonic analysis of works of Bach, Beethoven, Chopin, Schubert and Schumann. (Offered in alternate years. Offered in 1976-77.)

210 RUSSIAN MUSIC IN THE 20TH CENTURY W½ Miss Bowen

A study of varied forms and stylistic traits found in the works of Khatchaturian, Prokofiev, and Shostakovich.

226 AVANT-GARDE IN 20TH CENTURY MUSIC Miss Bowen

Study of works representing experimental techniques as opposed to traditional concepts of musical composition. (In alternate years. Not offered in 1976-77.)

227 HISTORY OF JAZZ W Mr. Kirby

Principal styles and representative jazz musicians: the roots (including blues and ragtime), jazz in New Orleans and Chicago, big band swing, and modern jazz (since 1945). (In alternate years. Offered in 1976-77.)

228 CHAMBER MUSIC Mr. Kirby

Historical study of leading forms of chamber music and works of representative composers. (Offered in alternate years. Not offered in 1976-77.)

230 COUNTERPOINT Mr. Smith

"Species" counterpoint, using both modal and tonal approaches in projects. (In alternate years. Not offered in 1976-77.)

231 INVERTIBLE COUNTERPOINT AND FUGUE Miss Bowen

Study of double counterpoint in its various forms and fugue techniques. (Not offered in 1976-77.)

232 MODERN HARMONY AND COUNTERPOINT Miss Bowen

Offered as required.

250, 251 MUSIC IN THE CLASSIC AND ROMANTIC ERAS FS Mr. Kirby

Stylistic traits of the 18th and early 19th centuries; works of Haydn, Mozart, and Beethoven. Nineteenth century Romanticism centers around works of Schubert, Schumann, Liszt, Brahms, and Wagner.

339 MUSIC IN THE MIDDLE AGES AND RENAISSANCE F

Music history from Gregorian chant to the end of the sixteenth century. (Offered as required.)

340 MUSIC IN THE BAROQUE PERIOD
Mr. Kirby

Representative composers from 1600-1750, with special attention to J.S. Bach. (In alternate years. Not offered in 1976-77.)

341 20TH CENTURY MUSIC S
Miss Bowen

Trends, techniques, and leading composers of modern music, from the French Impressionists to the present. (In alternate years. Offered in 1976-77.)

342 HISTORY OF OPERA F Mr. Kirby

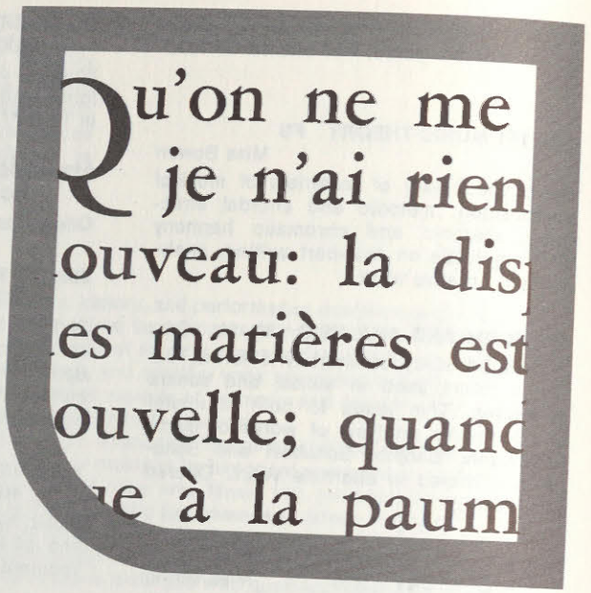
Study of stylistic aspects and analysis of the world's great operas. (Offered in alternate years. Offered in 1976-77.)

343 AMERICAN MUSIC Miss Bowen

Music in America from the time of the Pilgrims to the present, including "art" music, folk music, and jazz. (In alternate years. Not offered in 1976-77.)

480 SEMINAR IN MUSIC HISTORY
Mr. Kirby

*Music Majors may receive credit in only one of the following: Music 110, 116.



FOREIGN LANGUAGES AND LITERATURE

Associate Professors ‡Radandt, Speros (Chairperson); Assistant Professors Carlin, Garneau, Grisham, Sosa; Instructor Kling; Lecturers ‡Cavallo, ‡Staw.

The Department of Foreign Languages and Literatures offers course work in French, German, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, and Spanish literature in translation and are listed under "Comparative Literature." Two courses in linguistics are available in English. Advanced students may participate in the internships offered in the three major languages.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course.

The Audio-Visual Center located in the Donnelley Library houses the foreign language cassette tapes, including not only textbook materials but also dramas, opera, poetry readings, lectures, and filmstrips in beginning, intermediate and advanced language, literature and civilization in the various languages offered.

There is on campus an active chapter of Phi Sigma Iota, the Romance Language Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Romance Languages.

A major may be obtained in language or literature in French, German, or Spanish and will consist of a minimum of eight courses in each of the above languages. Other courses offered outside of the language sections of the department may be required or strongly recommended. Listed below are the specific, two-track requirements in each language. Courses numbered 210 and below will not count in the major. Courses 110, 111, 112 and 210 or the equivalent are prerequisites to all other courses in each language. All courses numbered 210 and above are given in the foreign language, except for those courses listed as taught in English.

A student must receive a "C" grade or better in course 210 or have the permission of the instructor in order to take courses 230, 280, 290. A "C" or better or permission of instructor also is required in courses 211, 212 in order to take courses 330 or 340.

Minimum Requirements

French Language Major
211 or 212; 280; 290; 330; 340; 350, 360 or 370; 410 or 440 (plus elective)
Linguistics 201; 202
210 level in another foreign language

French Literature Major
211 or 212; 280; 290; 410 or 440; and any four courses in French literature numbered 300 and above
One course in comparative literature (except course 201)
Recommended: one course in European History; French 340

German Language Major
212; 230; 330; 370; 385; 400; 410 or 440 (plus elective)
Linguistics 201
210 level in another foreign language

German Literature Major
212; 230; 410 or 440; and any five courses in German literature numbered 300 and above
One course in comparative literature (except courses 220; 230)
Recommended: one course in European History; Comparative Literature 240; 250

Spanish Language Major
211 or 212; 280 and 290 or 310 and 320; 330; 340; one Spanish literature course numbered 300 and above; 410 or 440 (plus elective)
Linguistics 201; 202
210 level in another foreign language

Spanish Literature Major
211 or 212; 280; 290; 310; 320; 410 or 440; and any two courses in Spanish literature numbered 300 and above
One course in comparative literature (except course 202)
Recommended: one course in European History; two courses in Latin American History; Spanish 340

‡Part-time Teaching, 1976-77

French

110, 111, 112 BEGINNING FRENCH FWS
110 is designed to develop the student's ability to listen, speak, read, and write basic controlled patterns of the French language. 111 and 112 introduce reading material of a cultural nature, to provide greater insight into the psychology of the language, and implement the student's understanding of language structure through free composition. Lab work is integral part of the series.

210 READINGS AND DISCUSSION F
Readings focus on contemporary French society showing the pattern of tradition and change in France today. Discussion and conversation. Compositions prepare the student for literature and civilization courses.

211 CONVERSATION W Mr. Carlin
Acquisition of spontaneity in oral expression and comprehension through both free and directed conversation, stressing French idiomatic expressions and cliches of everyday French conversation. Prerequisite: French 210 or equivalent.

212 COMPOSITION S Ms. Staw
Intensive training in written and oral expression. Semantic nuances of Anglo-French vocabulary are given special attention through translation from English into French. Prerequisite: French 211 or equivalent.

260 FRENCH CIVILIZATION
Aspects of French Civilization, touching on art, politics, philosophy, and history. (Not offered in 1976-77.)

280 FRENCH LITERATURE FROM THE BEGINNINGS TO 1800 F Ms. Staw
French literature from the "Chanson de Roland" to the French Revolution: Ronsard, Montaigne, Moliere, Racine, Voltaire, Diderot, and Marivaux. Reading, lectures, discussions, and papers in French.

290 FRENCH LITERATURE FROM 1800 TO THE PRESENT Mr. Carlin
The great movements: Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, and the Absurd. Authors: Hugo, Balzac, Flaubert, Verlaine, Zola, Valery, Apollinaire, Sartre, Camus, Ionesco. (Not offered in 1976-77.)

300 SPECIAL STUDIES Mr. Garneau
One author, one theme in literature or a group of works studied in depth, be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. (Not offered in 1976-77.)

330 PHONETICS AND PHONOLOGY W Mr. Garneau
French articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation patterns, rhythm, linking; corrective exercises for difficulties in pronunciation; phonetics as a teaching device. (In alternate years. Offered in 1976-77.)

340 MORPHOLOGY AND SYNTAX Mr. Garneau
Mechanisms of word formation and sentence creation; morphological and syntactic theories and their implications in language learning and teaching; exercise building for the teaching of grammar. (In alternate years. Not offered in 1976-77.)

350 FRENCH THEATRE F Mr. Carlin
French Theatre: The classics. A close reading of selected plays by Corneille and Racine designed to give the student an understanding of the forces, both historical and esthetic, which fashioned the classical ideal. Emphasis is on the nature of tragedy and the concept of the hero. May be repeated for credit. (Offered in 1976-77.)

360 FRENCH NOVEL
Reading and discussion with a view to increasing appreciation of several related novels or novelists.The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. (Not offered in 1976-77.)

370 FRENCH POETRY Mr. Carlin
An analysis of the work of one or several poets representative of a crucial moment in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit. (Not offered in 1976-77.)

380 MOVEMENTS IN FRENCH LITERATURE S Ms. Staw
Intensive study of one movement in French literature; philosophical, social, and artistic origins and development; representative works. Possible topics: Naturalism, Surrealism, Existentialism. (In alternate years. Offered in 1976-77.)

410 ADVANCED CONVERSATION Mr. Carlin
Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: French 212. (Offered as required.)

430 FRENCH AUTHORS W Mr. Carlin
Francois Mauriac. A study of the life and main works of this outspoken contemporary novelist. Six books (four novels, a book of memoires, and a short collection of essays) will be read and discussed.

440 CREATIVE COMPOSITION AND STYLISTICS Mr. Garneau
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Offered as required.)

480 SEMINAR F
An intensive investigation of a significant literary problem. Topics to be announced. (In alternate years. Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL FWS
Approved interns may register for one course credit during the fall, winter and/or spring terms. A two-credit internship is available during the winter term as well. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

German

110, 111, 112 BEGINNING GERMAN FWS
Concentrates on basic language patterns and on aspects of culture and civilization of German-speaking countries. In 112 the emphasis is on selected works by modern authors, on free compositions, and on conversations.

210 READINGS AND DISCUSSION F Mrs. Grisham
Practice in reading contemporary fiction and expository prose with emphasis on developing reading ease and accurate comprehension. Review of grammar topics, lab exercises. Prerequisite: German 112 or permission of instructor.

211 CONVERSATION Mr. Kling
A study of common idiomatic expressions in everyday German. Practice in oral expression and comprehension. Prerequisite: German 210 or equivalent. (Not offered in 1976-77.)

212 COMPOSITION W Mr. Kling
Intensive training in written and oral expression. Systematic treatment of idioms. Translations of fairly simple texts into German. Prerequisite: German 211 or equivalent.

230 INTRODUCTION TO GERMAN LITERATURE S Mr. Radandt
Representative works of major trends, movements, and themes in German literature during the last three centuries; some basic methodological aspects of literary analysis. Intended to provide perspectives for literature courses which follow.

300 SPECIAL STUDIES W Mrs. Grisham
Vienna 1900. Turn of the century Vienna and its impact on modernism in all of the arts: Freud, Schnitzler, Wittgenstein, Hofmannstahl, Musil, Schonberg, Karl Kraus. Fiction, poetry, essays, plays.

330 PHONETICS AND PHONOLOGY W
Mrs. Grisham

The sound patterns and phonological structure of German in comparison with English: introduction to phonemics and phonetic transcription, balanced by practical training in pronunciation and diction. (Offered in 1976-77.)

340 MORPHOLOGY AND SYNTAX S
Mrs. Grisham

Study of word formation and sentence structure prepares the student for graded writing exercises and free composition; translation of excerpts from accomplished English authors encourages students to develop appropriateness in their choice of words, and a sense of style. The format is flexible and will be adjusted to students' needs. Prerequisite: German 212 or permission of instructor. (Offered in 1976-77.)

350 GERMAN DRAMA SINCE 1890
Mrs. Grisham

Outstanding dramatic works since the rise of Naturalism, their place in cultural history: Holz, Hauptmann, Wedekind, Hofmannsthal, Kaiser, Brecht, Durrenmatt, Frisch, and others. (In alternate years. Not offered in 1976-77.)

360 FROM LESSING TO THE STURM UND DRANG Mr. Radandt

Lessing's role in development of German literature; "Sturm und Drang" authors Herder, young Goethe, Lenz, and the early Schiller. (In alternate years. Not offered in 1976-77.)

370 CLASSICAL WEIMAR F Mrs. Grisham

Major works of Goethe and Schiller at the height of their careers: drama, narrative, lyrical genres, poetic theory and criticism. (Offered in 1976-77.)

380 FROM ROMANTICISM TO 1848
Mr. Kling

German drama during the first half of the 19th century (Kleist, Grillparzer, Grabbe, Buchner, Hebbel), and a study of the lyric and prose of Heine and "Young Germany." (In alternate years. Offered in 1977-78.)

385 NOVELLA S Mr. Kling

The particular form of the novella and its development in the 19th century. (In alternate years. Offered in 1976-77.)

400 MODERN GERMAN FICTION AND POETRY Mr. Kling

The shorter prose works by Mann, Kafka, Musil, Grass, and the poetry of Hofmannsthal, Rilke, George, and Benn. (In alternate years. Offered in 1977-78.)

410 ADVANCED CONVERSATION

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of synonyms. (Not offered in 1976-77.) Prerequisite: German 212.

440 CREATIVE COMPOSITION AND STYLISTICS W Mrs. Grisham

Writing and revision of expository and imaginative prose compositions. Analysis of style in selected German writers. In 1975-76 offered as independent study. Prerequisite: German 212 or equivalent.

480 SEMINAR F Mrs. Grisham, Mr. Kling

Intensive investigation of a significant problem or period or of the works of one author. (In alternate years. Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL FWS

Approved interns may register for one course credit during the fall, winter and/or spring terms. A two-credit internship is available during the winter term as well. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

Linguistics

201 DESCRIPTIVE LINGUISTICS F
Mr. Garneau

Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English.

202 ROMANCE PHILOLOGY
Mr. Sosa

Evolution of the Romance Languages from Latin with emphasis on French, Spanish, and Italian. Basic knowledge of one Romance Language required. Taught in English. (In alternate years. Offered in 1977-78.)

Spanish

110, 111, 112 BEGINNING SPANISH FWS
Mr. Sosa

Basic language techniques and psychology of the language. Classroom and lab work. Graduated reading materials and discussion introduce mores of Spanish-speaking cultures.

210 SPANISH READINGS AND DISCUSSION F Mr. Speros

Expository and literary prose and poetry of moderate difficulty. Class discussions and free expository composition at an intermediate level.

211 CONVERSATION W Ms. Cavallo

Common idiomatic expression in everyday Spanish. Emphasis on oral expression and comprehension. Prerequisite: Spanish 210.

212 COMPOSITION S Mr. Speros

Intensive training in oral and written expression. Emphasis on idiomatic expression and translation. Prerequisite: Spanish 211 or equivalent.

260 SPANISH CIVILIZATION

Aspects of Spanish civilization touching on historical, artistic, political, physical, and racial influences which have molded the Spanish culture. (Not offered in 1976-77.)

270 SPANISH-AMERICAN CIVILIZATION

Aspects of Spanish-American civilization touching on historical, artistic, political, physical and racial influences which have molded Spanish-American cultures. (Not offered in 1976-77.)

280 SPANISH LITERATURE FROM BEGINNINGS TO 1681 F
Mr. Sosa

Major works from El Cid during height of the Moorish period to end of the Golden Age. Special emphasis on Cervantes, Lope de Vega, and Calderon de la Barca. (In alternate years. Offered in 1976-77.)

290 SPANISH LITERATURE FROM 1700 TO PRESENT S Ms. Cavallo

A literary approach to history of Spain with reading of representative works from 1700 through present day. (In alternate years. Offered in 1976-77.)

300 SPECIAL STUDIES S Mr. Speros
Mr. Sosa

One author, one theme in literature or a group of works studied in depth, be it Peninsular-Spanish or Spanish-American literature. May be repeated for credit. 1976-77: Cervantes.

310 SPANISH-AMERICAN LITERATURE FROM BEGINNINGS TO 1860
Mr. Sosa

Literature resulting from conquest of the Aztecs, Incas, and Araucans; study of works from Colonial Period through first half of the 19th century. (In alternate years. Offered in 1977-78.)

320 SPANISH-AMERICAN LITERATURE FROM 1860 TO PRESENT
Mr. Speros

Post-romantic writers, poesia gauchesca, Modernism, Realism; recent literary trends from 1910 to the present. (In alternate years. Offered in 1977-78.)

330 PHONETICS AND PHONOLOGY W
Mr. Sosa

Spanish articulatory phonetics and its ap-

plication to the phonological structure of the language: vowels, consonants, intonation patterns and regional differences. Corrective exercises for pronunciation difficulties; phonetics as a teaching device. (In alternate years. Offered in 1976-77.)

340 MORPHOLOGY AND SYNTAX Mr. Sosa

Major areas in the grammatical structure of Spanish that have greatest psychological variation from the English structure. (In alternate years. Offered in 1977-78.)

350 SPANISH THEATRE Mr. Speros

A close reading of several plays illustrating a particular moment in the evolution of Peninsular or Spanish-American theatre. Historical, aesthetic and technical aspects of the drama will be stressed. May be repeated for credit. (Not offered in 1976-77.)

360 SPANISH NOVEL Mr. Sosa

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected from Spain or Latin America for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. (Not offered in 1976-77.)

370 SPANISH POETRY W Ms. Cavallo

An analysis of the work of one or several poets representative of a crucial moment in the history of Peninsular or Spanish-American poetry. The essentials of Spanish versification are stressed as well as the distinctive character of the various forms with the genre. May be repeated for credit. (Offered in 1976-77.)

380 SEMANTICS AND LEXICOLOGY Mr. Sosa

Meanings of words and idiomatic expressions. Their etymologies. Diachronic and synchronic changes in semantic value. Semantic theory. Taboo. Argots. Regional differences in the lexicon. Lexicography: preparation of a specialized dictionary. (Not offered in 1976-77.)

410 ADVANCED CONVERSATION Mr. Speros

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: Spanish 212. (Offered in 1977-78.)

440 CREATIVE COMPOSITION AND STYLISTICS F Mr. Speros

Assumes solid foundation in the elements of grammar and in basic writing. Critical literary and stylistic analysis of prose and poetry. Analysis of creative composition incorporating the principles of style. (Offered in 1976-77.)

480 SEMINAR Mr. Speros, Mr. Sosa

Intensive investigation of a movement, one work, or an author. (In alternate years. Not offered in 1976-77.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL FWS

Approved interns may register for one course credit during the fall, winter and/or spring terms. A two-credit internship is available during the winter term as well. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

495 INTERNSHIP AT FIELD MUSEUM OF NATURAL HISTORY W

Approved interns may register for a two-course credit internship at the Field Museum of Natural History in Chicago during the winter term. Interns will work with bilingual programs for school children and will translate for publication museum material under the supervision of the Department of Education of the Field Museum and an LFC faculty member of the Department of Foreign Languages. Open to qualified seniors, juniors and sophomores only.

HISTORY

†Professor Zilversmit (Chairperson); Associate Professors Grossman, T. Moodie; Assistant Professors Douglas, Ebner, LeMahieu; Instructor Ticknor; Lecturer ‡C. Moodie

Because history is a humanistic study and a social science, the Department of History prepares individuals intent on almost every career and profession. The department offers a sound undergraduate foundation for students who wish to study for an advanced degree, in teaching, editing, or museum and archival work, as well as sharpening the critical faculties of students for any future calling.

While maintaining a strong core of offerings in European and American history, ranging from ancient civilization to the modern world, the department offers work in a variety of areas and methods of historical inquiry. Courses in African, Latin American and Russian History are complemented by topical approaches to the discipline. Among the latter are psycho-history, Black history, history and literature, oral history, and urban history. An area of particular interest to the department, as well as the College, is the history of the metropolitan region where Lake Forest is located. An oral history project focuses on the local community, providing advanced students the opportunity to participate directly in a significant research enterprise. Similarly, the department offers field work in Chicago, using the city as a laboratory for studying urban history. A course examining communities in American history offers students field studies of several metropolitan regions, including Boston, New York City and Charleston, South Carolina.

Students majoring in history are expected to complete three of the following four courses; History 110, 111, 120, 121, preferably by the end of their sophomore year; they

†Sabbatical Leave of Absence, Fall, 1976
‡Part-time Teaching, 1976-77.

are also expected to take an additional course outside of modern European or United States history, as well as one course at the 200 level. All majors must enroll in History 380-381, a colloquium on comparative history (with topics changing periodically) as an introduction to historiography and methodology; it is suggested that this course be taken in the junior year. In addition, at least one course must be taken at the 300 level. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

110 EUROPE FROM THE RENAISSANCE TO THE FRENCH REVOLUTION
FS Mr. T. Moodie

Political, social, and intellectual developments shaping Europe from the Italian Renaissance through the Enlightenment.

111 MODERN EUROPE, 1789-1945 FS
Mr. LeMahieu

The transformation of European society and politics beginning with the French and industrial revolutions. Emergence of the nation state and modern political ideologies; the crisis of order in the era of the two World Wars.

120 FOUNDATIONS OF THE AMERICAN REPUBLIC F
Mr. Ebner, Mr. Douglas

The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity.

121 MODERN AMERICA FS
Mr. Ticknor, Mr. Ebner

America's response to industrialism and its changing role in foreign affairs.

141 LATIN AMERICA: THE COLONIAL AND REVOLUTIONARY PERIODS
Mr. Douglas

Conquest, settlement, and development of the Spanish and Portuguese spheres in the New World, from the age of discovery through the national revolutions. The Iberian heritage, relations with Indians, and the emergence of a multi-racial society. (Not offered in 1976-77.)

142 MODERN LATIN AMERICA S
Mr. Douglas

Political, social, and cultural development of the Latin American societies from the middle of the 19th century to recent times. The effects of social revolutions, relations with the U.S., and the role of the military and the Church.

150 JULIUS CAESAR: MAN AND MYTH
W½ Mr. LeMahieu

A study of the man and the legend of his rule; evaluation of ancient sources, including Sallust, Cicero, Suetonius, and the Commentaries, followed by a reading of Shakespeare's play and Hegel's description of Caesar as a World Historical Personality.

151 THE CONTEMPORARY WORLD S
Mr. Grossman

Political and social change in the twentieth century in the world beyond Europe; the decline of Western hegemony and the rise of worldwide civilization.

165 THE AMERICAN INDUSTRIAL NEIGHBORHOOD W½
Mr. Grossman

The American industrial neighborhood as a unique cultural form; its origins, culture, relationship to metropolitan culture, and recent fate. Readings and field work.

168 THE CIVIL RIGHTS MOVEMENT W½
Mr. Douglas

Development and techniques of violent and non-violent action during the Civil Rights struggle since 1954.

175 SOCIAL CHANGE IN AMERICAN HISTORY S Mr. Ebner

An introduction to social history as it applies to American institutions and organizations, i.e., family-life, politics, neighborhoods, and place of work.

176 CHICAGO: PERSPECTIVES ON URBAN SOCIETY Mr. Ticknor

An introduction to modern Chicago, highlighting the history of metropolitan growth, the contributions of city planning, and the varieties of work and residential life in the city. Field trips will be used to combine first-hand observation with descriptive and theoretical readings. (Not offered in 1976-77.)

210 THE ANCIENT WORLD F
Mr. Grossman

Early civilizations of the Nile and Tigris-Euphrates River valleys; Greek civilization and its Roman inheritors; origins and early development of the Christian church.

211 DAWNING OF THE MIDDLE AGES F
Mr. Grossman

Division of the ancient world into the civilizations of Islam, Byzantium, and Latin Christendom; origins and development of feudal society, and beginnings of the economic revival.

212 THE HIGH MIDDLE AGES S
Mr. Grossman

Origins of the European political order; the medieval intellectual tradition; the crisis of the 14th and 15th centuries.

213 20th CENTURY EUROPE S
Ms. Moodie

The collapse and reconstruction of European society, politics and culture in the period from World War I through the 1960s. Emphasis on Central and Eastern Europe and on conflicting ideologies.

214 HISTORY OF RUSSIA Ms. Moodie

Survey of the political, social, and intellectual history of Russia from the Muscovite period to recent times. (Not offered in 1976-77.)

221 TUDOR-STUART BRITAIN F
Mr. LeMahieu

Political, social, and intellectual history of Britain from the consolidation of the Tudor monarchy to the era of Walpole.

222 MODERN BRITAIN S Mr. LeMahieu

The transformation of British society and politics from the pre-industrial world to the emergence of the 20th century welfare state.

231 AGE OF THE ENLIGHTENMENT
Mr. LeMahieu

Readings and discussion of major figures of the British and French enlightenments. History 110 recommended. (Not offered in 1976-77.)

232 19TH CENTURY EUROPEAN INTELLECTUAL HISTORY
Mr. LeMahieu

Analysis of major European intellectual movements in the 19th century: Romanticism; Hegel and the Young Hegelians; Utilitarianism and its detractors; Marxism; the impact of Science; the critics and prophets. History 111 recommended. (Not offered in 1976-77.)

235 HISTORY AND LITERATURE
Mr. Moodie

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola. History 111 recommended. (Not offered in 1976-77.)

236 LITERATURE, SOCIETY, AND DISSENT IN RUSSIA F
Ms. Moodie

Examination of aspects of Russian intellectual and social history of the 19th and 20th centuries through contemporary writings, including fiction. History 214 recommended.

238 SOCIALIST THOUGHT Mr. Moodie

Reading and discussion of the evolution of European socialist thought from the pre-Marxists to Lenin. (Not offered in 1976-77.)

240 HISTORY OF AFRICA F Mr. Mojekwu

A survey of the social and political history of the people of Black Africa to the beginning of the colonial era. (Also offered as Politics 213.) Prerequisite for term in Africa.

243 INTERVENTION IN LATIN AMERICA: GOOD NEIGHBORS AND BAD NEIGHBORS S Mr. Douglas

Examination of the role of the United States in Latin America; the Monroe Doctrine, philosophies of the "Big Stick", Alliance for Progress, and recent CIA activities. No prerequisites.

260 THE AMERICAN ECONOMY F
Mr. Ticknor

The causes and social consequences of American economic development. Differences between agricultural, industrial and post-industrial America. Economics 110 recommended.

261 AMERICAN WORKER'S HISTORY
Mr. Ebner

The socio-cultural milieu of American workers as viewed through the prism of the unorganized as well as unionized. (Not offered in 1976-77.)

263 THE MODERN AMERICAN CITY S
Mr. Ticknor

The changing functions, scale and quality of urban life. A framework for viewing modern American metropolitan problems in economic and cultural context. Some field work in the Chicago metropolitan area.

265 AMERICAN ETHNIC HISTORY
Mr. Ebner

Immigration and ethnicity as factors in national development, with emphasis on cultural patterns and social interrelationships. Includes case studies of white ethnics, Blacks, Hispanics, and Orientals. (Not offered in 1976-77.)

267 MAKING OF BLACK AMERICA
Mr. Douglas

The history of Afro-Americans to the end of Reconstruction. The slave-trade, plantation slavery, and the Black response to bondage and emancipation. Comparisons with the Black experience in Latin America. (Not offered in 1976-77.)

268 BLACK AMERICA IN TRANSITION
Mr. Douglas

The Afro-American experience since Reconstruction. The origins of segregation, the northern migrations, the making of the urban ghettoes, the leadership of Garvey, DuBois, Malcolm X, and King. (Not offered in 1976-77.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT Mr. Zilversmit

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Not offered in 1976-77.)

271 WOMEN IN MODERN SOCIETY: EUROPE AND AMERICA W
Ms. Moodie

Selected topics in the history of women in modern societies, concentrating on the nineteenth and twentieth centuries; an examination of how industrialization and social change transformed women's roles, and the way this was reflected in the political and intellectual realms.

272 HISTORICAL PATTERNS OF COMMUNITY IN AMERICA W
Mr. Ticknor

The evolution of American communities and of differences within them that arise from class, ethnic group, race and region. Focus on communities to be visited in History 273 and fieldwork in Chicago and downstate. History 121 or 263 recommended.

273 TERM IN AMERICA W Mr. Ticknor

Field study of community and sub-groups in America. Travel to Boston, Old Sturbridge, New York, Newark, Columbia New Town, and South Carolina to observe the historical varieties of American communities. Prerequisite: History 272.

277 THE CARIBBEAN WORLD: THE RHYTHMS OF CHANGE F
Mr. Douglas, Mr. Sosa

Social and political survey of the Caribbean as seen through history and literature; slavery, national liberation, and the search for identity in the Caribbean community.

278 THE CUBAN REVOLUTION W
Mr. Douglas

The Revolution in the context of both Cuban history and the Carribean experience. Emphasis on the careers and ideologies of Fidel Castro and "Che" Guevara.

279 PSYCHOHISTORY W Mr. Grossman

Methods and assumptions of modern psychology and psychoanalysis as applied to the study of history and biography.

310 SOCIAL AND ECONOMIC DEVELOPMENT OF EUROPE S Mr. Moodie

Readings and discussion of selected topics in European social and economic history since the industrial revolution. Attention to the newer methods of social and economic history. Prerequisite: History 111 or permission of instructor.

315 THE RUSSIAN REVOLUTION
Ms. Moodie

The 1917 Revolution and the first decade of Soviet society, emphasizing political and social forces, ideological debates, and cultural change. Prerequisite: History 214 or permission of instructor. (Not offered in 1976-77.)

318 HISTORY OF MODERN FRANCE F
Mr. Moodie

Social, political and intellectual development of France from the era of The French Revolution to the present. Prerequisite: History 111.

333 EDWARDIAN ENGLAND Mr. LeMahieu

Readings and discussion of the political, social, and intellectual transformation of England from the death of Victoria to the First World War. Prerequisite: History 111 or 222. (Not offered in 1976-77.)

365 AMERICAN THOUGHT S
Mr. Zilversmit

Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century; the ideological response to Darwinism and the new industrialism. Prerequisite: History 111, 112 or permission of instructor.

370 ORAL AND COMMUNITY HISTORY
Mr. Ebner

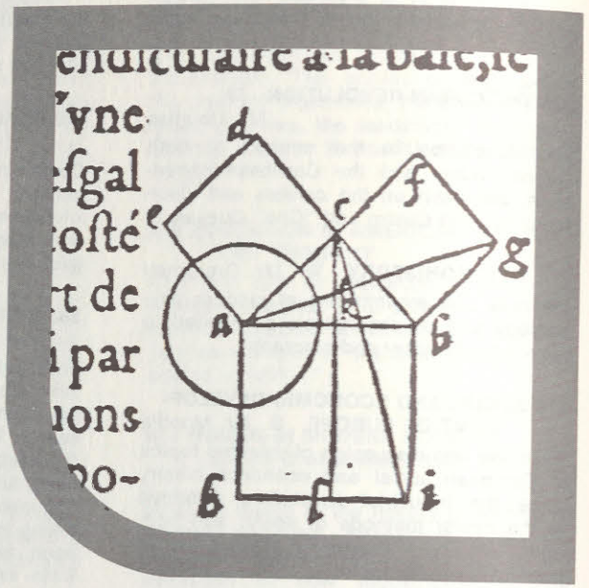
Combining classroom sessions and independent field studies, students conduct interviews on selected topics in Lake Forest and environs. Prerequisite: History 112. (Not offered in 1976-77.)

380 HISTORY TERM W
Mr. Zilversmit, Mr. LeMahieu

Focusing on a topic in comparative history, the seminar introduces students to the methods and problems of historical research. Required of history majors in either the junior or senior years, open to qualified non-majors with permission of instructor; non-majors may take History 380 without taking History 381. Topic for 1977: European and American Culture, 1918-1939: Exile and Alienation. Topics include the impact of World War I on writers and intellectuals, the rise of ideological politics, the threat and promise of mass culture, and the emigration of intellectuals. Readings in Freud, Eliot, Dewey, Mann, Hemingway, and others. Prerequisite: History 111 or 121.

381 HISTORY TERM RESEARCH PROJECT W
Mr. Zilversmit, Mr. LeMahieu

A continuation of History 380, required of all majors. Major emphasis on a directed historical research project.



MATHEMATICS

Professors Shively (Chairperson), Troyer; Associate Professors *Packel, C. Smith; Assistant Professors Bell, Cochran, M. Smith; Instructor Bopp

The Mathematics Department has a flexible program of courses both for students who wish to concentrate in mathematics and the sciences and for those whose major interests are in the humanities and the social sciences.

Students chosen for the Honors sections may complete the minimum requirements for the major in two rather than the usual three years. Advanced courses and independent study may then be started as early as the junior year.

Mathematics 150 and 160 constitute a two term sequence designed especially for students in the humanities and the social sciences. These two courses provide non-science majors with a background in modern mathematics which their respective disciplines require. No previous college mathematics is required as a prerequisite.

The Department of Mathematics uses all the facilities of the College Computer Center to integrate computer science and computer techniques into its courses. The Computer Center consists of a new PDP 11 computer with time sharing capabilities along with the usual peripheral equipment. The computer is used as a tool for the numerical solution of problems, and is utilized to augment the understanding of concepts and principles. It is also used for student and faculty research. A strong minor in computer science may be built around a core of courses consisting of Mathematics 170, 270, 314, and various independent study projects.

The minimum requirements for the major in mathematics consists of Mathematics 110, 111; 210; 211, 212, (or in the honors sequence; 115, 116, 117, 216, 217), 330, 331, plus one additional course numbered 300 or above. Mathematics 265 is strongly recommended, but not required. A two course sequence outside of mathematics in which mathematics is used as a tool is required. This requirement is normally satisfied by electing two courses in the Physics 120 series. Exceptions to this must be approved by the department. In addition a reading knowledge of a foreign language is strongly recommended. Students who plan to enter graduate school to study for advanced degrees will want to complete Mathematics 410, 411 and additional electives.

Mathematics 103, 105, 150, 160, 162 and 170 may not be counted toward the major.

*Leave of absence, 1976-77

103 MATHEMATICS OF GAMES AND GAMBLING

A study of mathematical topics relevant to the mastery of and strategy for such games as backgammon, blackjack, bridge, poker, roulette, etc., presented in the context of various aspects of these games. Prerequisite: Interest and experience in some games of the above type.

105 ELEMENTARY FUNCTIONS F

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 CALCULUS I FW

The calculus of functions of one variable. Limits; continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics.

111 CALCULUS II S

The calculus of functions of one variable. Integration, infinite series, introduction to differential equations. Prerequisite: Mathematics 110.

115 HONORS CALCULUS I F

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, and their applications. Permission of instructor.

116 HONORS CALCULUS II S

Theory and applications of the calculus of functions of one variable. Integrable functions, infinite series, and introduction to differential equations. Permission of instructor.

117 LINEAR ALGEBRA W

Theory and application of vector spaces with emphasis on the vector spaces R^2, R^3, R^n. Linear independence, bases; dimension; the scalar product; lines and planes in R^3; systems of linear equations; linear transformations and matrices. Permission of instructor.

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE F

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines.

160 FINITE MATHEMATICS WITH APPLICATIONS S

Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices, and linear programming; game theory; computing.

162 ELEMENTARY MATHEMATICS FOR HIGH SCHOOL TEACHERS

Logic; sets; functions; number systems and their properties. Introduction to transformation geometry. (Offered at Barat College in 1975-76.)

170 INTRODUCTION TO COMPUTER SCIENCE FW

The BASIC programming language, algorithms, and problem solving. Practical and theoretical exposure to computing concepts. Includes applications and examples from the humanities, social sciences, and physical sciences.

210, 211, 212 LINEAR ALGEBRA AND MULTIVARIABLE CALCULUS FWS

Linear algebra, multiple integration, and partial differentiation, Stokes and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 110, 111.

214 DIFFERENTIAL EQUATIONS W

Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems and their interplay with vector space theory. Applica-

tions of differential equations. Prerequisite: Mathematics 111.

216, 217 HONORS MULTIVARIABLE CALCULUS WS

Theory and application of functions of several variables. Derivatives, vector calculus, real valued functions, multiple integration, vector field theory. Permission of instructor.

230 NUMBER THEORY S

Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 111 or permission of instructor.

260 HISTORY OF MATHEMATICS W

A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis on contributions of the most prominent individuals associated with the development of mathematics. Permission of instructor. (Not offered in 1975-76.)

265 ELEMENTS OF MODERN MATHEMATICS F

A course designed to bridge the gap between the techniques of elementary mathematics and the more advanced courses involving abstract mathematics. Emphasis on constructing rigorous proofs. Mathematical logic, elementary set theory, the number systems and ordinality.

270 TOPICS IN COMPUTER SCIENCE S

Varied computer topics which may include machine and assembly language, computer logic and design, data structures, sorting and searching, compilers, and a survey of current computers and languages. Prerequisite: Mathematics 170 or permission of instructor.

280 PROBLEMS SEMINAR IN ACTUARIAL SCIENCE W

An intensive 3½ week problem solving seminar to prepare qualified students for the actuarial examinations. Subject matter covered in 1975-76 will be that of Examination Number 1 administered by the Society of Actuaries. Permission of instructor.

310 COMPLEX ANALYSIS

One or more topics from functions of complex variables, Fourier series, integral transforms, special functions and partial differential equations of mathematical physics. Prerequisite: Mathematics 212 or permission of instructor. (Not offered in 1975-76.)

314 NUMERICAL ANALYSIS F

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Mathematics 211 or permission of instructor.

330, 331 ALGEBRA FS

Set theory, groups, rings, integral domains, fields, linear algebra. Prerequisite: A grade of "C" or better in Mathematics 116 or 210, or permission of instructor.

340 GEOMETRY F

Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisites: Mathematics 330 or permission of instructor.

350 MATHEMATICAL PROBABILITY S

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 210 or permission of instructor.

410 TOPOLOGY F

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory.

411 TOPICS IN MODERN ANALYSIS S

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras.

480 SEMINAR

(Not offered in 1976-77.)

PHILOSOPHY

Professor Hansen (Chairperson); Associate Professor Lessing; Assistant Professor Kipnis; Lecturer ‡McBrien

Philosophy, "the loving pursuit of wisdom," is vitally related to many human activities. Some philosophers challenge and clarify assumptions that underlie beliefs, institutions, and behavior. Others are concerned with the meaning of human existence as revealed through significant experiences. Whether dealing with "academic" issues or deeply felt personal and social trials, they strive for truth through critical and speculative thinking marked by logical coherence, clarity, enlightenment, and authenticity.

The department emphasizes issues and techniques in attempting to help students develop a philosophic approach to their immediate situation, to their long range goals, and to the thoughts and actions of other human beings in the past, present, and future. Many courses are meant to serve all majors and be relevant to all modes of college and post-college life.

Most courses numbered 211 and above are open to students who have taken only Philosophy 110 (and in special cases this prerequisite may be waived by the instructor and chairperson). The minimum major requirement of eight courses must include Philosophy 211, 212, and 213, or three of the following: Philosophy 240, 250, 260, 270.

‡Part-time Teaching, 1976-77

100 THE HOLOCAUST: PHILOSOPHICAL AND THEOLOGICAL IMPLICATIONS W Mr. Lessing

Ethical, metaphysical, and religious concerns which issue from the historical and factual dimensions of the Holocaust (the destruction of European Jewry). (In alternate years. Offered in 1976-77.)

110 PHILOSOPHICAL THINKING FWS Mr. Hansen, Mr. Kipnis, Mr. Lessing

What kinds of problems do philosophers deal with? Where does one draw the line between philosophy and other ways of discovering truth such as science and religion? What is the value of philosophy? Questions discussed in conjunction with reading of major western philosophers past and present.

150 STUDIES IN JEWISH PHILOSOPHY Mr. Lessing

Jewish philosophy from the world-view of Torah through Philo, Saadia, Halevi, Maimonides, and Spinoza into the modern period of Rosenzweig. Buber, Heschel, and Fackenheim. (In alternate years. Offered in 1977-78.)

200 FEMINISM: PHILOSOPHICAL ISSUES W Mr. Kipnis

Examination of feminism and its relationships to three central topics in social philosophy: justice, rights, and equality. Readings include selected feminist writings and materials drawn from philosophy, law, and other disciplines.

201 MEDICAL ETHICS W Mr. Kipnis

Critical examination of ethical issues arising in the application and organization of biomedical resources. Problems touch on topics such as abortion, malpractice, patients' rights, experimentation with human subjects, distribution of medical care and medical education, allocation of scarce medical resources, concepts of death, genetic research.

205 PHENOMENOLOGICAL STUDIES: THE EXPERIENCE OF BELONGING Mr. Lessing

Theory and practice of the phenomenological method demonstrated in case studies of individual lives and specific human experiences. (Not offered in 1976-77.)

210 SYMBOLIC LOGIC F Mrs. McBrien

Principles and practice of modern formal logic, with some consideration of broader philosophical issues. Suited to students of humanities and social sciences as well as natural sciences and mathematics. No prerequisite.

211 ANCIENT GREEK PHILOSOPHY F Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

212 RATIONALISM AND EMPIRICISM S Mrs. McBrien

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant.

213 CONTINENTAL PHILOSOPHY: HEGEL TO BERGSON F Mr. Lessing

Idealism, romanticism, existentialism, and vitalism. Readings in Hegel, Kierkegaard, Schopenhauer, Marx, Nietzsche, and Bergson.

220 PHILOSOPHIES OF EDUCATION S Mr. Hansen

Introduction to contemporary philosophies of education with special attention to their views of human nature and their justification of the claimed goals and values of education. (Also listed as Education 220.)

230 NIHILISM/PARADISE: PHILOSOPHY IN LITERATURE S Mr. Lessing

The significance of hopelessness and paradise as illustrated in works by Dostoevski, Camus, DeSade, T.S. Eliot, Elie Wiesel. (In alternate years. Offered in 1976-77.)

240 PHILOSOPHY OF LAW S Mr. Kipnis

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy.

250 PHILOSOPHY OF RELIGION

Examination of the presuppositions of religious activity and belief, with primary focus on its theistic forms; grounds for belief in and skepticism about existence of God; roles of faith, reason, and experience with regard to religious belief; mysticism; the status of religious language. Readings from classical and contemporary works. (In alternate years. Not offered in 1976-77.)

260 ESTHETICS: REFLECTIONS ON ART W Mr. Hansen

Understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Critical examination of the theory that art expresses emotion. Discussion based on contemporary writings and student involvement in creating and perceiving art.

270 MORAL INQUIRY F Mr. Kipnis

Survey and critical examination of major philosophical theories about the justification of moral principles, nature of moral reasoning, and conditions of moral responsibility.

310 MODERN ENGLISH PHILOSOPHY S Mr. Kipnis

Movements in England since 1900. Current topics in philosophy of mind, ethics, epistemology, and metaphysics discussed in relation to their treatment by Russell, Moore, Wittgenstein, Ryle, Austin, and Strawson. Prerequisite: Philosophy 212 or permission of instructor. (In alternate years. Offered in 1976-77.)

320 PHENOMENOLOGY AND EXISTENTIALISM Mr. Lessing

20th century Continental philosophers and the primacy of "lived existence" for reflecting on decision, suffering, absurdity, estrangement, and intimacy. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Camus, Jaspers, and Merleau-Ponty. (In alternate years. Not offered in 1976-77.)

330 PHILOSOPHY OF SCIENCE S Mrs. McBrien

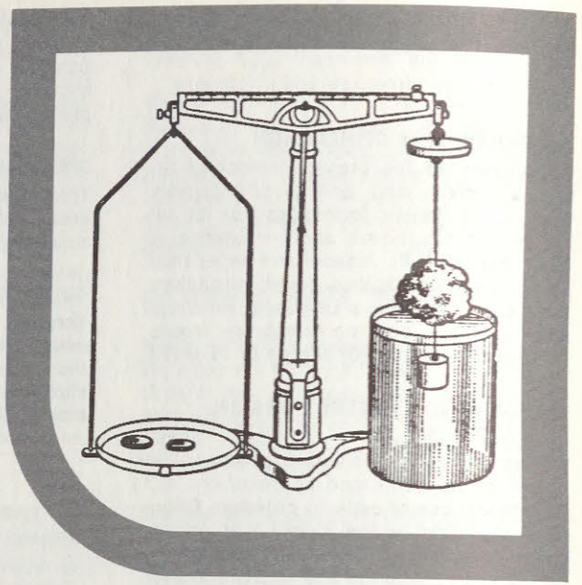
Selected philosophical problems in understanding the character of scientific explanations, theories, and laws.

380 DIALOGUE

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. (Not offered in 1976-77.)

480 SYMPOSIUM

Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. Special topic chosen for each year after consultation with majors. (Not offered in 1976-77.)



PHYSICS

Professors Donnally (Chairperson), R. Faber, †Jeong; Assistant Professors Batra, Davis; Lecturer ‡Jensen

Physics is an important part of the total of modern man's knowledge. Study provides insight into this role of physics in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

Physics 120, 121 and 122 are the introductory sequence which should be taken by those students majoring in the physical sciences and by those students who desire a more detailed quantitative study of physical principles and phenomena.

Courses numbered 104 through 109 and 200 are topical courses designed for students not majoring in the sciences who want to explore physical principles on a less detailed level and with some attention to the relation of physics to other human endeavors.

The major includes 120, 121, 122 and 210. Courses numbered from 104 through 109 and 200 will not normally count toward the major requirements in physics, but in special cases, such as a late decision to major in physics, exceptions may be made to this rule by the department chairperson.

†Leave of Absence, 1976-77.
‡Part-time Teaching, 1976-77.

104 SPACE, TIME, AND MOTION W Mr. Faber

The revolutionary views of the world put forth by Galileo, Newton, and Einstein. Four hours of lectures, one lab per week.

105 ELECTRICITY

Charges at rest and in motion. Electrical circuits, electrostatics, magnetic phenomena. The work of Faraday, Oersted, Coulomb and others. Four lectures, and one lab per week. Prerequisite: Physics 104.

106 LIGHT, SOUND, AND THE WORLD OF WAVES F Mr. Jensen

Behavior of waves, including water, sound, and radio waves, and light. Optics of lenses and mirrors. Musical instruments. Daily lectures; lab.

107 THE MICROWORLD

Atoms and subatomic particles and how we have studied them. The strange attributes of this invisible world such as the uncertainty principle, which affect the structure of the world we see. Prerequisite: Physics 104.

108 THE ENERGY CRISIS W Mr. Faber

How can the world's growing demand for energy by satisfied? Merits of present and proposed energy conversion methods: Problems with regard to environmental degradation, distribution, storage, cost, availability.

109 ASTRONOMY AND COSMOLOGY S Mr. Faber

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies; and the structure and origin of the universe. Four meetings per week; observations as weather permits.

120 GENERAL PHYSICS F Mr. Faber

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves in strings, rods, springs, and pipes. Four lectures, one lab per week. Prerequisite or corequisite: Mathematics 110.

121 GENERAL PHYSICS W Mr. Davis

Length, time, and mass transformations. Relativistic energy. Temperature and heat measurement, the ideal gas laws, laws of thermodynamics, kinetic theory, heat engines. Geometrical optics of mirrors and lenses. Optical instruments. Interference and diffraction of light. Daily lectures; lab. Prerequisite: Mathematics 110, Physics 120.

122 GENERAL PHYSICS S Mr. Faber, Mr. Davis

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves. Atomic spectra, Bohr theory, photoelectric effect, Compton effect, uncertainty principles, and matter waves. Four lectures, one lab per week. Prerequisite: Mathematics 110 and Physics 120.

200 THE PHYSICS AND THE ART OF PHOTOGRAPHY W Mr. Donnally, Mr. Croydon

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Studio Art 240.)

210 ATOMIC AND NUCLEAR PHYSICS F Mr. Donnally

The structure of atoms and nuclei from the viewpoint of theory and experiment, including an introduction to the quantum theory. Nuclear reactions and models of the nucleus. Elementary particles. Four lectures, one lab per week. Prerequisites: Physics 121 and 122 and Mathematics 110.

230 THERMODYNAMICS F Mr. Batra

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic; statistical basis of thermodynamics. Prerequisites: Physics 121 and Mathematics 111. (In alternate years.)

240 ELECTRONICS S Mr. Donnally

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Four lec-

tures per week; lab. Prerequisite: Physics 122.

250 ANALYTICAL MECHANICS S
Mr. Batra

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations and wave motion. Prerequisites: Mathematics 110, 111 and Physics 120.

310, 311 ELECTRICITY AND MAGNETISM FS

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations; radiative phenomena; electrodynamics and elements of modern optics. Four lectures, one lab per week. Prerequisite: Physics 210.

350 ASTROPHYSICS

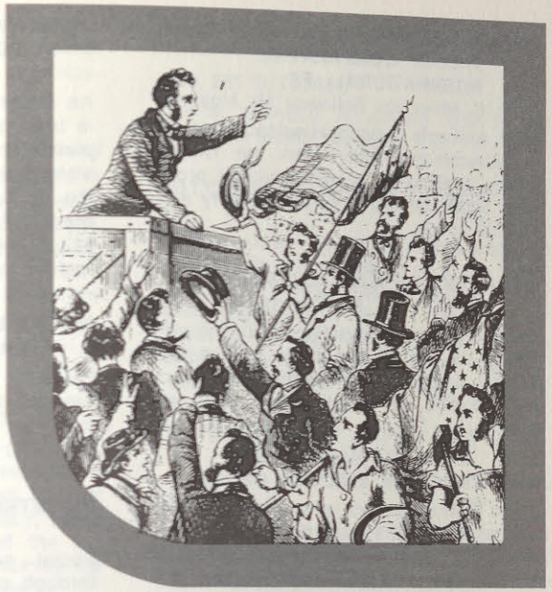
The physical explanation of astrophysical processes and objects, with emphasis on recent astrophysical developments. Four lectures, one journal club, and one laboratory per week. Prerequisite: Physics 210. (In alternate years. Offered in 1977-78.)

410 ADVANCED ANALYTICAL MECHANICS W

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisites: Physics 250 and Mathematics 210. (In alternate years. Offered in 1977-78.)

420, 421 QUANTUM MECHANICS FS
Mr. Batra

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Five classes per week for 420. Four classes, one lab per week for 421. Prerequisites: Physics 210 (or permission of instructor) and Mathematics 210.



POLITICS

Associate Professors Galloway, C. Miller (Chairperson), Mojekwu; Assistant Professors Bunce, Fischer; Instructor Carens; Lecturer ‡Wynn

The study of politics is an attempt to make sense of and impose order on the phenomena of human governance. It has to do with power and authority, legislatures and courts, war and peace, ideologies and the public welfare. Politics can be studied through the history of peasant revolts and presidential resignations; through the discussion of justice and equality, constitutionalism and political modernization; through research by microfilm and interview; through the techniques of statistics and simulation; and through the experience of living abroad or working as an intern in a government agency.

The courses in the Politics Department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the Department consists of a minimum of eight courses: two introductory courses (110 and 120) and six advanced courses, including at least one from each of the five subfields of politics, and from these courses: American Politics (220, 221, 222, 223), Public Law (360, 365), Comparative Politics (210, 211, 212, 214, 313), International Relations (240, 340), and Political Theory (250, 350, 357, 358). The Department encourages individual study in politics beyond the required courses. This study may take the form of tutorials, independent research, internships, or a senior thesis.

Note on Politics 110 and 120: These are independent courses and may be taken in either order. Politics 110 excludes, but Politics 120 includes American politics. Therefore 110 is the normal prerequisite for further courses outside of American politics and 120 is the normal prerequisite for further courses in American politics. These prerequisites may be waived with the permission of the instructor.

‡Part-time Teaching, 1976-77

110 INTRODUCTION TO POLITICS: THEORY, COMPARATIVE, INTERNATIONAL FS
Mr. C. Miller, Mr. Galloway, Mr. Mojekwu

Basic concepts in political science; selected governments other than the United States; analysis of current political problems; some reading in political theory and political novels.

120 AMERICAN POLITICAL INSTITUTIONS FS Mr. Carens, Mr. Wynn

Overview of American politics including origins of the system, the basic institutions, political parties and interest groups; and the evolution of constitutional interpretation.

121 PRESIDENTIAL ELECTION OF 1976 W½ Ms. Bunce

An examination of the election of 1976 as a vehicle for exploring recent changes and probable trends in political party behavior, public opinion, and election campaigning. No prerequisites.

161 LIFE, DEATH, AND THE CONSTITUTION W½ Mr. C. Miller

Confrontation of ethics and the law through the abortion and capital punishment cases in the Supreme Court. No prerequisites.

210 COMPARATIVE EUROPEAN CONSTITUTIONAL SYSTEMS S
Ms. Bunce

A comparative study of the government and politics of Great Britain, France and the Federal Republic of Germany.

211 COMPARATIVE COMMUNIST SYSTEMS F Ms. Bunce

Political systems of the Soviet Union, Eastern Europe, and China, in comparative perspective and with particular emphasis on ideology, political institutions, the Communist Party, and leadership.

212 NON-WESTERN POLITICS W
Mr. Mojekwu

Special topics relating to Third World Nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture.

213 INTRODUCTION TO AFRICAN POLITICS AND SOCIETY F
Mr. Mojekwu

An integrated and interdisciplinary course in the politics and history of African peoples; survey of the geography, the prehistory and cultures of Africa; dynamics of the politics and history of medieval and precolonial Africa. Prerequisite for Politics 313 and 413, and for term abroad in Africa and for major in Area Studies — Africa.

214 GOVERNMENT AND POLITICS OF LATIN AMERICA Mr. Galloway

Political systems of contemporary Latin America with emphasis on selected countries for in-depth study. (Not offered in 1976-77.)

215 INTRODUCTION TO JAPAN W
Mr. C. Miller and Ms. Osako

Social and political aspects of Japan through social science literature and first-hand exposure to Japanese culture. The class will simulate Japanese social organization as much as is practical. Prerequisite: Pol. 110 or SA 110 or consent of instructor.

216 INTRODUCTION TO CONTEMPORARY AFRICAN POLITICS AND SOCIETY THROUGH LITERATURE W
Mr. Kling and Mr. Mojekwu

The works of several African writers (in English, and in translations from the French), including Achebe, Ekwensi, Ikejiana, and Soyinka. Prerequisites: Pol. 110 or sophomore standing; or consent of instructor.

220 POLITICAL PARTIES S Mr. Wynn

American parties, pressure groups, and electoral problems.

221 THE PRESIDENCY S Ms. Bunce

An analysis of the executive in national government.

222 THE LEGISLATIVE PROCESS F
Ms. Bunce

Organization and roles of Congress, with some examination of other legislative bodies.

223 LOCAL POLITICS AND ADMINISTRATION F Mr. Fischer

Problems of political and social organization in Central Cities.

230 PSYCHOPOLITICS W½ Mr. Galloway

The study of psychological dimensions in politics, e.g., the psychopathology of leaders (Woodrow Wilson, Richard Nixon), charisma (Castro), revolutionary leadership and mass mobilization (Mao), and personality traits of selected political philosophers (Rousseau and J. S. Mill). Prerequisites: Pol. 110 or 120; or sophomore standing; or consent of instructor.

240 AMERICAN FOREIGN POLICY S
Mr. Galloway

The roles of culture, history, the separation of powers, and various elites and interest groups in influencing foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II.

241 THE VIETNAM WAR W Ms. Bunce

Vietnam's domination by China, France, and the United States. Analysis of the "final" Vietnam war from the perspectives of the United States and Vietnam. Prerequisites: Pol. 110 or 120; or sophomore standing; or consent of instructor.

250 INTRODUCTION TO POLITICAL THEORY S Mr. Carens

Discussion of conflicting views on topics such as civil disobedience, black power, feminism, abortion, income distribution, "victimless crimes," censorship, political ethics, and revolutionary violence. Seminar-discussion format. No prerequisites.

251 CONSERVATIVE POLITICAL THOUGHT IN AMERICA W½
Mr. Carens

An analysis of the views of contemporary conservative thinkers on authority, individual freedom, moral values, capitalism, social change. Prerequisites: Pol. 110 or 120; or sophomore standing; or consent of instructor.

260 THE LEGAL PROCESS S
Mr. Mojekwu

An introduction to the functions of the legal system in the United States.

290, 291 TUTORIAL

To be arranged individually with an appropriate faculty member.

311 COMMUNIST FOREIGN POLICY
Ms. Bunce

Foreign policy development in Communist states with primary reference to the Soviet Union and China. Topics include policy-making process, intra-bloc relations, policies toward developing areas and the West, behavior in international organizations. (Not offered in 1976-77.)

313 GOVERNMENT AND POLITICS OF SUBSAHARAN AFRICA S
Mr. Mojekwu

The emergence of the new states of sub-Saharan Africa from colonial status; the problems these states face in the operation of modern government and in nation-building. Prerequisite: Politics 213 or permission of instructor.

320 PUBLIC ADMINISTRATION S
Mr. Carens

A study of the role of bureaucracy in political systems. Topics include the responsiveness of bureaucracy to political leadership, governmental ethics, the relation of bureaucracy to democracy, and studies from other nations.

321 PUBLIC POLICY ANALYSIS Mr. Carens

Theories of public policy analysis and several policy areas, such as energy, race, housing, transportation. (Not offered in 1976-77.)

322 PROBLEMS IN AMERICAN POLITICS
Mr. Wynn

(Not offered in 1976-77.)

323 REGIONAL POLITICAL BEHAVIOR
Mr. Fischer

The focus is the metropolitan area rather than local communities. Topics include metropolitan reform, city-suburban conflict, and certain metropolitan wide policy controversies like social integration, equitable taxation, and regional transportation. (Not offered in 1976-77.)

340 WORLD POLITICS F Mr. Galloway
Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 PEACE RESEARCH AND WORLD ORDER W Mr. Galloway
Models of world order concerning the Third World and North-South relationships.

350 DEMOCRATIC THEORY Mr. Carens
Classical and contemporary thought on majority rule and minority rights, participation, elites, pluralism, rule, subgroups. (Not offered in 1976-77.)

353 TOPICS IN POLITICAL THEORY Mr. Carens
(Not offered in 1976-77.)

354 JUSTICE: JOHN RAWLS AND HIS CRITICS W½ Mr. Carens
Discussion of the roles of liberty and equality in a just society through careful study of Rawls' **A Theory of Justice** and the critical responses it has provoked.

357 POLITICAL THOUGHT: PLATO TO MACHIAVELLI Mr. Carens
Western political thought from the Greeks through the renaissance. (Not offered in 1976-77.)

358 POLITICAL THOUGHT: HOBBES TO THE PRESENT F Mr. Carens
Selected political philosophers from the 17th century to the present.

360 AMERICAN CONSTITUTIONAL LAW F Mr. C. Miller
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

361 O.W. HOLMES: CONSTITUTIONAL LAW AND LEGAL PHILOSOPHY W½ Mr. C. Miller
Selected opinions and other writing of Justice Holmes. Emphasis on legal realism, legal positivism, theory of free expression, the function of the judiciary. Prerequisite: one of these courses — Pol. 360, 365, History 365, or Philosophy 240.

365 CIVIL LIBERTIES S Mr. C. Miller
Problems in civil liberties and civil rights relating law to politics, society, and cultures; U.S. court cases, selected classical theorists, materials from other countries.

380 JUNIOR SEMINAR
(Not offered in 1976-77.)

390, 391 INDEPENDENT RESEARCH
To be arranged individually with an appropriate faculty member.

395, 396 INTERNSHIP W Mr. Fischer
The urban politics internships relate theory to practice by placing students in governmental agencies and community interest groups in the Chicago and North Shore area. (Other politics internships may also be arranged.)

413 SEMINAR ON MODERN AFRICA Mr. Mojekwu
Interdisciplinary seminar examining major social, economic, and political problems confronting contemporary African states. Prerequisite: Politics 213 or 313 or permission of instructor. (Not offered in 1976-77.)

440 THE MULTINATIONAL CORPORATION Mr. Galloway
A study of the roles of multinationals vis-a-vis nation states and the processes of development and underdevelopment. (Not offered in 1976-77.)

480 SENIOR SEMINAR
(Not offered in 1976-77.)

490, 491 SENIOR THESIS
To be arranged individually with a faculty supervisor.

PSYCHOLOGY

Professors Forgus, (Chairperson), *Krantz; Associate Professors †Behling, Frankel, Glassman; Assistant Professors, Michaels, Riger, Rindskopf

Psychology is a science, and an idealistic one. It takes as its goal not only technological discoveries about behavior, but also the expression of new conceptions of what it means to be human. In the words of George A. Miller, former president of the American Psychological Association: "I believe that the real impact of psychology will be felt . . . through a new and different public conception of what is humanly possible and what is humanly desirable. I believe that any broad and successful application of psychological knowledge to human problems will necessarily entail a change in our conception of ourselves and of how we live and love and work together."

The program of the Lake Forest College Psychology Department focuses on the scientific study of behavior. It is the goal of the department to use this study not only to develop the intellect of its students and faculty, but also to develop their sensitivity and wise responsiveness to human problems. The faculty sees psychology as an empirical approach which is to be used toward the understanding of the tasks of life.

The department strongly emphasizes the study of psychology as preparation for those persons who plan to enter graduate school, to become psychological workers, or to join related professions. Our students have established successful records in this regard. The department is equally committed to offering meaningful programs for students who do not intend to utilize psychology professionally. Study is intended to have meaning in itself at this moment in the lives of students and faculty. The curriculum acknowledges that we are not only preparing for future activities, we are living and confronting psychological issues now.

†Sabbatical Leave of Absence, 1976-77
*Leave of Absence, Winter, Spring, 1977

With these goals in mind, the program concentrates on experimental and theoretical courses, practical experience, and heavy involvement in independent study. Close faculty-student contact is maintained. The ability of students to direct and motivate themselves is respected. We believe that students learn best by actively doing, and we encourage work in actual research and service settings. To this end we have available special programs in community, child, family and mental health specialties. This training prepares students to be psychological workers upon graduating.

The department sponsors a chapter of Psi Chi, national honorary society of psychology. The Psychological Services Center, operated out of the department, is a part of our involvement in the total life of the campus.

Majors can specialize in any of the following areas: Experimental (Ms. Michaels, advisor); Social (Mr. Krantz, advisor); Community (Ms. Riger, advisor); Clinical (Mr. Forgus, advisor); Child Development (Ms. Frankel, advisor). The major requires Psychology 220, 310 and 320. The following additional courses are strongly suggested for students planning to undertake graduate study in psychology: Psychology 370, 371, 410 and 420. All professional activity in psychology requires the ability to evaluate original research literature, and much professional activity requires the ability to perform such research. Therefore, applications for professional work or graduate study are ordinarily rejected without study equivalent to Psychology 420.

Psychology majors may, by taking the appropriate courses, prepare themselves for careers as mental health workers, especially in the areas of counseling and psychotherapy, community psychology, and special education. The department will advise interested students about the courses leading to such career specialization.

All courses at the 100-level are open without prerequisites. Psychology 110 is designed as a general overview of the various concerns of psychology. Other 100-level courses are topical introductions to the field; i.e., they introduce psychological principles and methods as applied to specific issues. At least one course from the 100-level sequence is prerequisite to all other courses in the department.

110 SURVEY OF PSYCHOLOGY FS
Mr. Forgus, Mr. Glassman, Mr. Krantz, Ms. Michaels, Ms. Rindskopf

A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

114 ENVIRONMENTAL PSYCHOLOGY W
Ms. Riger

The relationship between the physical setting and human behavior; the need for privacy and "personal space", the effects of overcrowding, the psychological effects of modern architecture, the impact of the urban setting, etc. Basic principles of environmental psychology; analysis of actual settings including an airport, college dormitory and high-rise apartment building.

115 TOPICAL INTRODUCTION: HOW TO BE SANE IN A CRAZY WORLD W

"Everybody is crazy except you and me, and sometimes I worry about you." So goes the argument of some recent critics, like R. D. Laing, of contemporary views of sanity. How plausible are the differing positions about sanity? What implications do these views have for successful living in the world? These two questions provide the focus for class lectures and discussions.

118 SOCIAL PSYCHOLOGY, MOVIES, AND MASS COMMUNICATIONS
Mr. Behling

Influence of movies, television, newspapers, and other organs of mass communications on the attitudes and personality of their audiences; basic perceptual principles as means of understanding the emotional impact of movies and TV; analysis of psychological themes in movies (Not offered in 1976-77.)

120 TOPICAL INTRODUCTION: THERAPEUTIC APPROACHES TO LOVE AND LONELINESS W
Ms. Frankel

An introduction to humanistic psychology and existential issues. Study will focus on the nature of love and loneliness in the struggle to encounter others authentically. The ramifications of authenticity including joy and conflict, are explored. Theories and techniques related to interaction styles and communication processes will be examined in the context of enhancing personal relationships. Emphasis will be upon creating greater intimacy and growthful relationships.

210 DEVELOPMENT OF PERSONALITY FWS Mr. Forgus, Ms. Rindskopf

Human development; potentialities for health, full functioning, growth, and creativity. The development of the child from conception to puberty with emphasis on the adaptive personality.

211 THE PSYCHOLOGY OF ADOLESCENCE W½
Ms. Rindskopf

The study of the adolescent experience from a psychological point of view. The course will include the discussion of many aspects of development, during adolescence, including personal, social, moral, intellectual, physical and sexual. Relationships with parents, schools, and society will be examined.

212 THE PSYCHOLOGY OF MATURITY AND OLD AGE W½ Ms. Rindskopf

"Grow old along with me . . . the best is yet to be?" This course will examine the many facets of becoming an adult and growing old. It will consider changes in intellectual, vocational, and physical functioning as well as the problems that aging creates for the individual and society.

215 TOPICS IN NON-REGULATORY MOTIVATION: HUMOR W½
Mr. Glassman

216 TOPICS IN NON-REGULATORY MOTIVATION: AGGRESSION AND SEX W½ Mr. Glassman

Unlike eating and certain other drives, our motivation for humor, aggression or sex is not concerned directly with maintenance of bodily function and survival. Is there any other rational reason to engage in these things? How do they originate in individuals and in the species — are they learned or instinctive? The role of perception will also be considered and we will ask whether psychology has any practical solutions to offer regarding human aggression.

220 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS Mr. Krantz

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement.

230 PSYCHOLOGY OF SEX DIFFERENCES F Ms. Riger

Social, biological, and psychological approaches to sex-role development of men and women. Variations in historical periods, cultures, and stages of the life cycle. Social policy implications of changes in sex roles.

240 ORGANIZATIONAL & INDUSTRIAL PSYCHOLOGY F Ms. Riger

The human side of management: theories and techniques of analysing group processes, leadership styles, problem-solving, and change in complex organizations. Various laboratory training procedures used to highlight concepts and skills.

250 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES S Ms. Rindskopf

The study of psychological and behavioral variation among persons in different racial, ethnic, social class, cultural, and sexual groups. Major topics include the nature and use of intelligence tests; behavior genetics and the inheritance of intelligence; cultural deprivation. Implications of individual differences for interpersonal relationships, education and social policy will be discussed.

255 PSYCHOLOGY OF RACISM S Staff

Psychological dynamics of racism as they affect the majority and minority populations of the United States.

260 SOCIAL BEHAVIOR: INDIVIDUAL PROCESSES W

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes.

270 INTERPERSONAL AND GROUP PROCESSES S Ms. Riger

The individual in society: social psychology of group dynamics, crowd behavior, mass movements, and social change.

310 BASIC PROCESSES: PERCEPTION AND COGNITIVE DEVELOPMENT FS Ms. Michaels

Principles of the development and origination of perception, learning, and thinking with emphasis on their interrelationship. Prerequisite: Psychology 220 or permission of instructor.

318 PSYCHOLOGY APPLIED TO EDUCATION S Staff

Principles of psychology as applied to the learning process, learning situation, learner and teacher. (Also listed as Education 310.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

320 BASIC PROCESSES: LEARNING WS Ms. Michaels, Mr. Glassman

The experimental study of learning and its relation to motivation and perception. Comparison of learned and instinctual processes in man and animals. Behaviorist, cognitive, and ethological approaches. Prerequisite: Psychology 220 or permission of instructor.

330 MOTIVATION AND PERSONALITY S Mr. Forgus

Origin and arousal of motives in human personality, including coverage of human values, emotions, conflicts, and frustrations. Prerequisite: 210 or permission of instructor.

340 BEHAVIOR DISORDERS AND LEARNING DISABILITIES IN CHILDREN S Ms. Frankel

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. We will focus on special diagnostic problems and specific methods of treatment including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Prerequisite: 210 or permission of instructor.

350 ABNORMAL PSYCHOLOGY F Ms. Frankel

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 or permission of instructor.

360 DIAGNOSTIC TECHNIQUES OF PERSONALITY EVALUATION Ms. Frankel

Personality structure and dynamics through projective techniques and psychometric tests of intelligence. Supervised experience in administering, scoring, and interpreting. Emphasis on diagnostic procedures and appropriate recommendations for treatment. Prerequisite: Psychology 210 or permission of instructor. (Not offered in 1976-77.)

370 PHYSIOLOGICAL PSYCHOLOGY FS Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Laboratory involves brain stimulation, recording, and ablation experiments in animals and demonstration of "biofeedback" in humans.

371 ADVANCED TOPICS IN BRAIN RESEARCH FS Mr. Glassman

Seminar discussions of theories of brain function and related philosophical issues. Supervised individual laboratory/library research projects. Prerequisite: Psychology 370.

410 MODELS OF MAN Mr. Krantz

Differing views of man presupposed by psychological theory; emphasizes machine, cognitive, irrational, and existential images of man. Historical, philosophical and psychological analysis; directions and growth of psychological thought. Prerequisite: Senior standing or permission of instructor. (Not offered in 1976-77.)

420 DESIGN AND ANALYSIS OF EXPERIMENTS W Ms. Michaels

Experimental design, statistical inference, and quantitative methods with emphasis on basic statistical concepts and computer applications. Prerequisite: Psychology 220 or permission of instructor.

430 COMMUNITY PSYCHOLOGY S Ms. Riger

The effect of the social and physical environment on the mental health of individuals; the impact of urban and rural settings on people; theories and methods of changing communities; utopian communities. Prerequisite: Senior standing or permission of instructor.

440 CLINICAL PSYCHOLOGY F Mr. Forgus

The course is to train the student to practice clinical psychology by providing intensive instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. This includes psychotherapy. These clinical skills are practiced in the context of theories about the nature of man, personal satisfaction and values. Each student will have practicum experience with clients of his or her choice.

470 PRACTICUM: INTERPERSONAL PROCESSES FWS Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

485 SEMINAR: COMMUNICATIONS AND INFLUENCE Mr. Behling

Recent research in the social psychology of interpersonal and mass communications, with emphasis on techniques of communication, empathy, and influence. Prerequisite: Either Psychology 260 or 270. (Not offered in 1976-77.)

RELIGION

Professor †Bartlett; Associate Professor Cole (Chairperson);
‡Lecturer R. Miller

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider an individual major program which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

†Sabbatical Leave of Absence, 1976-77
‡Part-time Teaching, 1976-77

101 HEBREW SCRIPTURES AND HISTORY F — Mr. Cole

Religious literature of ancient Israel examined in relation to Israel's cultural and historical development. Readings in the Hebrew Scriptures, with comparative readings in the literature of some parallel Near Eastern communities.

102 NEW TESTAMENT LITERATURE AND HISTORY S — Mr. Cole

The teachings and ministry of Jesus, emergence of the Christian movement, and changing expressions of early Christian faith, examined through the New Testament and studied against its historical, cultural, and ideological background.

104 JEWISH-CHRISTIAN DIALOG — Mr. Miller

A historical study, starting with John and Romans from the New Testament, moving on to Justin, then to Judah Halevi's Kuzari, then to the Rosenzweig-Rosenstock correspondence. (Not offered in 1976-77.)

106 LIVING RELIGIONS: HINDUISM AND BUDDHISM

Introduction to religions which had their origin in India, with readings from their scriptures. (Not offered in 1976-77.)

107 LIVING RELIGIONS: CHINA AND THE MIDDLE EAST — Mr. Bartlett

Introduction to religions of China, Japan and the Middle East, especially Confucianism, Taoism and Islam. Readings from the scriptures. (Not offered in 1976-77.)

108 LIVING RELIGIONS: JUDAISM

Introduction to Jewish thought, faith and practice, in both historical development and contemporary forms. (In alternate years. Not offered in 1976-77.)

109 LIVING RELIGIONS: CHRISTIANITY — Mr. Bartlett

Introduction to Christian thought, faith and practice, in historical development and contemporary forms. Readings from representative expressions. (In alternate years. Not offered in 1976-77.)

111 THE ORIGINS OF THE DEVIL W½ — Mr. Cole

Tracing the birth and growth of the Devil from the snake in the Garden of Eden to Satan in the Book of Revelation and on into later literature and art. Consideration of the theological and psychological dimensions of devil-belief and the implications of contemporary revival of interest in demonology. Readings from Genesis, Job, Daniel, Gospels, Revelation to John, Dante, Milton, Dostoevski, etc.

200 PROBLEMS OF RELIGIOUS THOUGHT

Inquiry into the nature of religious concern, the needs and interests religion serves, the validity of religious attitudes. Readings from various sources, discussion and writing. (Not offered in 1976-77.)

205 CONTEMPORARY SEARCH FOR A SOUL F — Mr. Miller

Can a person be truly modern and believe in a transcendent mystery? Can someone be rational and simultaneously open to something beyond reason? Is it possible to analyze human experience scientifically and yet affirm something beyond its parameters? This course will investigate and discuss the writings of several thinkers who attempt to answer these questions in the affirmative. The effort will be to understand their answers and test them on the touchstone of one's own life experience. Writers considered will include Langdon Gilkey, Michael Novak, C. J. Jung and Nahum Glatzer on Franz Rosenzweig.

206 JUDAIC AND CHRISTIAN ETHICS

Responsible application of love and justice in dealing with the needs and interests of men and groups. (Not offered in 1976-77.)

207 READINGS IN CONTEMPORARY THEOLOGY — Mr. Bartlett

Principal developments in 20th century thought: Buber, Barth, Tillich, the Catholic renewal and theology of the secular. (Not offered in 1976-77.)

209 ARCHAEOLOGY OF THE BIBLICAL WORLD S — Mr. Cole

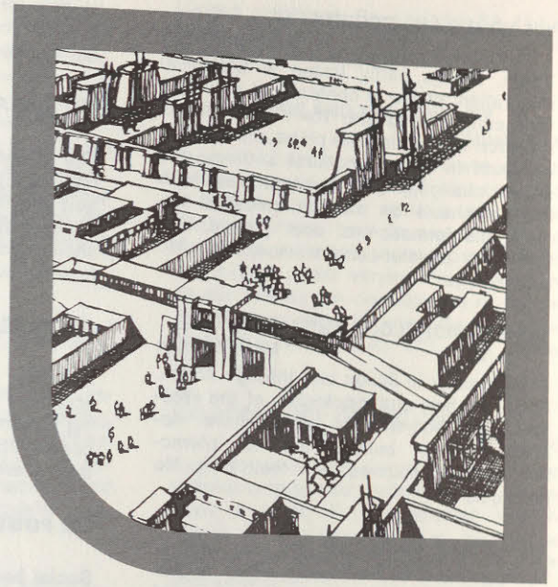
A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discov-

eries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections.

301 THEOLOGICAL INVESTIGATIONS

Mr. Bartlett

Study of a man, school, or issue in theology or constructive religious thought, with emphasis on student participation. (Not offered in 1976-77.)



SOCIOLOGY AND ANTHROPOLOGY

Professor Van Hoey (Chairperson); Assistant Professors Eskilson, Finnegan, Osako; Instructor Muehlbauer

Social inquiry, the common discipline of comparative sociology and social anthropology, concentrates upon the cross-cultural exploration of similarities and differences among human ways of living in groups and communities. Central to this endeavor is the search for systematic explanations of diverse human modes of behavior in varying contexts of social organization and ecological setting.

Human Societies (SA 110) is a prerequisite for all other courses unless explicitly stated otherwise. The major includes 110, 210, 310, 320 and 410; a selection of at least three other courses in the department; and a research paper to be completed as a group project in the methods courses or as an individual study in the junior or the senior year. Majors planning for graduate training in this field are strongly advised to take statistics and/or computer courses through the Department of Mathematics. 310 and 320 are to be taken in the Junior year.

The curriculum of the department is designed to combine flexibility and concentration. It consists of a series of core courses and an open range of electives. Students are encouraged to pursue personal exploratory interests through guided independent studies: it is this personal work which culminates eventually in the major's research paper.

The core courses are offered in the Fall and Spring terms. They jointly cover the principal conceptual and technical tools of basic research in social science. The Winter term is entirely reserved for special topics, subjects of applied research, and short intensive projects, which may vary in content and format from year to year.

The department takes special interest in encouraging senior thesis work leading to the major degree with honors.

105 YOUTH AND SOCIETY W
Mr. Muehlbauer

Youth, always partly based in biological maturation, varies in content and definition from culture to culture. The course follows research concerning the place and the role of youth in diverse cultural settings and under changing social conditions, with final emphasis on modern industrial society: the formation of peer groups, cultural and counter-cultural movement. No prerequisite.

107 ANTHROPOLOGY AND LITERATURE W Mr. Finnegan

Anthropology in fiction and through fiction. Focus on how anthropologists of the Western and non-Western world have described "alien" cultures and the interaction of such cultures with their own. No prerequisite.

110 HUMAN SOCIETIES FS Staff

Foundations of social inquiry; basic models of human societies; dimensions of social organization; elements of analysis and principles of theory construction in social science; selected domains of investigation and aspects of field work.

120 KINSHIP S Mr. Van Hoey

Structures of kinship (relations, groups, roles, terms); forms of marriage, households, settlements. The context of kinship; transition in social organization; changing relations between kinship and economy, polity, habitat, and population. No prerequisite.

140 SOCIAL PROBLEMS F Ms. Osako

Social problems examined as costs and casualties of modernization; inter-societal comparison of deviant behavior, health conditions, inequality and discrimination. No prerequisite.

150 ENVIRONMENT AND CULTURE W½
Mr. Van Hoey

The ecological problem from a **social** point of view: systemic relations between the organization of a given society, the size and distribution of population, the state of the technology, and the specific environment in which the society evolves. Comparative studies form the basis for the evaluation of current policy models (e.g. the green revolution idea). No prerequisite.

160 SOCIAL PSYCHOLOGY F
Ms. Eskilson

The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. No prerequisite.

201 RACE, ETHNICITY, MINORITIES
Ms. Osako

Ethnicity in varying contexts of techno-economic and political structures; changing patterns of ethnicity, ethnic groups and communities in America. Prerequisite: 110. (Not offered in 1976-77.)

202 POWER AND SOCIETY
Ms. Eskilson

Social bases of political control and political participation; processes of social stratification (socioeconomic classes, minorities, ethnic communities). Group interests and the development of conflict. Student participation in SIMSOC (Simulated society) provides the vehicle for firsthand observation of power and conflict processes. Prerequisite: 110. (Not offered in 1976-77.)

205 LEISURE AND LIFE STYLES W
Ms. Osako

Analysis of leisure, consumption and voluntary activities as aspects of modernization. Relations between work and leisure examined in cross-cultural perspective. Variations in life style associated with ethnic, class and sex differences. Prerequisite: 110.

206 VISUAL ANTHROPOLOGY W
Mr. Finnegan

Anthropological filming, an emerging field. Visual records as documentation in the context of written ethnography. Development of the field. Strengths and weaknesses of various techniques. Problems of rapport and ethics. Not a filmmaking course, although qualified students may produce film projects. Prerequisite: 110 or 120 or 181, or consent of the instructor.

207 SPORT AND SOCIETY W
Mr. Muehlbauer

The examination of sports as **social** phenomena. Emphasis on the functions of various kinds of sport activity in connection with social class and ethnic category, with the maintenance of social boundaries for small groups and for entire nations, with the channeling of individual and group aggression, and with the propaganda devices for prestige hierarchies. Prerequisite: 110.

210 PRINCIPLES OF SOCIAL ORGANIZATION F Mr. Van Hoey

Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Bureaucracy — theories and methods of investigation. Prerequisite: 110.

211 SOCIAL STATISTICS W½
Mr. Van Hoey

A brief introduction to various modes of tabulating, graphing and analyzing social science concepts in qualitative and quantitative form. The focus is not mathematical theory and demonstration, but the use of models and techniques of processing data of specific application to social questions. Prerequisite: 110, or consent of the instructor.

212 INTRODUCTION TO C.O.S.A.P. FOR SOCIAL SCIENCE W½
Ms. Eskilson

This brief course will introduce the student to social science data analysis of C.O.S.A.P. (Conversationally Oriented Statistical Analysis Package). No advanced mathematics is necessary. The course emphasizes "hands-on" processing of data and the use of computer equipment. Prerequisite: 110, or consent of the instructor.

215 INTRODUCTION TO JAPAN W
Ms. Osako, Mr. C. Miller

Social and political aspects of Japan through social science literature and first-hand exposure to Japanese culture. The class will simulate Japanese forms of social organization as much as is practical. Limited enrolment. Prerequisite: SA 110 or Politics 110.
(Cross-listed Politics 215)

220 CULTURE AND PERSONALITY F
Mr. Muehlbauer

Are such traits as aggressiveness or subservience, sobriety or greed, etc., constants of human nature or variants of culture? Such questions lead to research in national character and social types in different milieus under varying conditions. The course follows the development of this research in an effort to weigh theory against evidence. Prerequisite: 110. (Not offered in 1976-77.)

230 SOCIOLOGY OF LIFE CYCLES S
Ms. Osako

Age groups and social structure in cross-cultural perspective; problems of changing roles of youth, the middle-aged and the elderly in traditional and in modern societies. Prerequisite: 110 or consent of the instructor.

240 DEVIANCE AND CRIME S
Mr. Muehlbauer

What social structural conditions would give rise to what forms and modes of behavior which are at variance with prevalent social practice? A close look at the relations between "blocked opportunity", poverty, etc. and collective responses from delinquency to organized crime, and the role of control agencies. Prerequisite: 110.

260 POLITICAL ANTHROPOLOGY F
Mr. Finnegan

Analysis of political structure and processes of social control in varying types of traditional societies, including societies without formal political institutions. Examination of the evolution of the state, the social basis of political groups, and forms of parapolitical institutions, as a background for political theory. Prerequisite: 110 or consent of the instructor.

270 TECHNOLOGY AND HUMAN VALUES S
Ms. Osako

Conditions and processes of industrialization in the Western world; problems related to economic development in underdevel-

oped nations; impact of industry on lifeways of modern man. Prerequisite: 110.

280 SOCIOLOGY OF SEX ROLES
Ms. Eskilson

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the 20th century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. No prerequisite. (Not offered in 1976-77.)

290 EKISTICS (SCIENCE OF HUMAN SETTLEMENTS) F Mr. Van Hoey

The structure and the evolution of the human habitat in relation to social organization: from the tent to megalopolis, from the teepee to the skyscraper. The discovery of architecture without professional architects, of landscaping without certified engineers, and of city building, without official planners, is apt to throw light on the problems and visions of architects, engineers and planners today. Prerequisite: 110, or consent of the instructor.

310 SOCIAL RESEARCH: DESIGN F
Ms. Eskilson

Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for sophomore or junior year. Prerequisite: 110.

320 SOCIAL RESEARCH: TECHNIQUES S
Ms. Eskilson

Means and styles of seeking relevant information; data in relation to research design; observation, content analysis, questionnaires, interviews, census material. Students formulate and carry through an agreed-upon research project. Prerequisite: 310.

330 URBANIZATION S Mr. Van Hoey

Levels and rates of urban concentration in function of expanding scale of organization of society; relations between technoeconomic system, demographic movement and differentiation of local and regional settlement pattern. Definitions of urban problems and models of planning policy. Prerequisite: 110.

340 DEMOGRAPHY Mr. Van Hoey

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. Prerequisite: 110. (Not offered in 1976-77.)

350 PRE-INDUSTRIAL ECONOMIES S
Mr. Finnegan

Analysis of the connection between economic and political systems in varying types of traditional societies; political power, division of labor and economic surplus; ecological bases of political and economic systems. Processes of socio-economic changes in the course of modernization. Prerequisite: 110.

360 WOMEN'S ROLES IN CROSS-CULTURAL PERSPECTIVE W½
Ms. Eskilson

This course focuses upon women's roles in societies and in epochs other than our own. The cultural and biological roots of women's subordination will be examined as well as the sources and the social bases of women's power and influence. Prerequisite: SA 280, or Psy. 230, or Phil. 200, or consent of the instructor.

370 SOCIAL INEQUALITY F
Mr. Muehlbauer

A comparative study of various forms of social inequality from non-human rank and pecking orders to complex social stratifications. Analysis of various dimensions of inequality (e.g. sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: 110, or consent of the instructor.

410 SOCIAL EXPLANATION AND THEORY S Mr. Finnegan

Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; heuristic orientations, contexts of explanation, and operational problems of systematic theory construction in social science. Faculty-Student Seminar. Prerequisites: 110 and 310.

420 SENIOR SEMINAR: APPLIED SOCIAL RESEARCH FS Staff

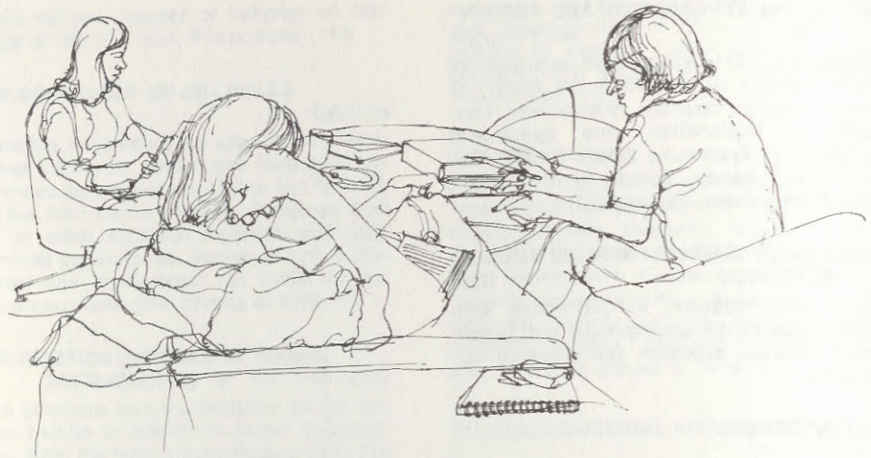
Supervised research in connection with senior papers (by arrangement and agreement between students and research advisors.)

451 INTERNSHIP

453 TUTORIAL

454 RESEARCH, INDEPENDENT STUDY

490 SENIOR THESIS



Student Life

Students in the Campus Community

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest in the middle seventies reflect this special tradition both in the range of their activities and also in their participation in campus governance. Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. A member of the Office of the Dean of Student Affairs works with student groups in planning and arranging for social and cultural affairs and in maintaining an all-campus calendar of events. Student Life on campus is coordinated largely by Student Government and by a joint student/faculty Committee on Student Life. Students also participate on all academic committees, in the judicial system, and on the Board of Trustees and its relevant committees.

The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events — often to be joined by faculty. The residence halls provide students with opportunities to encounter others from different backgrounds and locales while developing individual life-styles. And as in all communities special services are needed — in this one these services have been designed to reflect Lake Forest's particular opportunities and needs. Thus, academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

Student Life

1. Commons

The varied character of this central facility reflects the diversity of life at the College. "Commonplace," built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations and for special cultural and social events. Adjacent to "Commonplace" the Director of Campus Activities office provides cultural and social coordination for the campus. In a recently constructed wing a large hall brings the campus together for its meals and also for dances, concerts, convocations, and special programs. Elsewhere in the complex are smaller dining rooms, offices for student organizations, a bookstore, a recreation center (pool tables and a bowling alley), and — new in 1974-75 — a campus Pub (serving beer and wine to students and their guests 19 years of age and over). At the heart of the campus, Commons serves as the social and communal hub of student life.

2. Residential Life

At Lake Forest the residential program is a complement to learning in other segments of the campus environment. Ten residence halls and residential clusters provide a range of living environments. Freshmen, though for the most part dispersed over the campus, are grouped with other freshmen of the same sex.

The residence halls contain their own lounges, meeting rooms, and study areas intended to encourage both individual and interpersonal pursuits. Residence hall student staff and hall councils are selected in order to foster an environment which enhances learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

Upperclassmen may live off-campus upon approval from the Dean of Student Affairs Office, although housing in the area is limited.

3. Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramurals, physical education, and recreational activities.

The intercollegiate program for men and women includes varsity competition in baseball, basketball, football, field hockey, ice hockey, soccer, handball, swimming, wrestling, water polo, and tennis. Intercollegiate competition is provided in lacrosse, golf, cross-country and track on a club basis. The College is a member of the ten-team Midwest Collegiate Athletic Conference which includes institutions such as Carleton, Grinnell, Lawrence and Beloit. Intercollegiate competition is viewed as a valuable

form of self-expression for students and as a vital contributor to community spirit. Lake Forest athletes are students first and athletes second. No special financial aid is offered for athletics.

Lake Forest encourages all its students to participate in a diversified intramural program which includes bowling, racquetball, tennis, softball, touch football, volleyball, basketball, and other activities. Student interest determines the activities provided.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such wide ranging activities as ice skating, sailing aerobatics, slimnastics, and training-room techniques. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, three sauna baths, three handball courts, two squash courts, wrestling room, exercise room, and gymnastics room. All facilities are available to the student body on a regular basis for recreational purposes.

4. Music and Drama

In addition to a variety of courses in applied music, theory, and music history, students may participate in the college choir or Madrigal Singers. Qualified musicians may join the Lake Forest Symphony Orchestra. Also, the opportunity exists for students interested in instrumental music to participate in small, informal ensembles. Students and faculty of the music department give recitals during the year and additional concerts are offered by professional musicians.

A comprehensive program of dramatic activities is provided by the College, under professional direction. Major productions of a variety of types, some written by Lake Forest students, are produced by the Garrick Players. Garrick respect and standing on campus and in the community reaches back to the last century, and the group's productions have trained many skilled amateur and professional theater people. In addition a "Micro-Theater" offers evenings of one-act plays and a children's theater reaches a special audience both on campus and in nearby schools. All students are eligible to participate in these activities.

Theater training and preparation are available through special workshops on campus and through a full curriculum of dramatics courses which is offered at neighboring Barat College through cross-registration. Lake Forest student participation also is possible at Barat in its theater program and some students work summers for the nationally-known Academy Festival Playhouse which is housed in Barat's Drake Theater. In addition Lake Forest's own program offers internship opportunities in a Chicago dramatic company. The vitality of the Chicago area's theater community provides excellent resources for experiencing good and varied theater on the

spectator as well as the participant level.

5. Communications

Publications of the student body are edited and managed by students under supervision of the College Life Committee. THE STENTOR, the college newspaper, is the weekly journal of the students. The Campus Activities Office publishes a weekly CAMPUS CAPSULE which includes information on campus events and official College announcements. THE FORESTER, the college yearbook, is published annually. The fine arts magazine, SILENUS, includes writing, drawing, and photography by students and, occasionally, by members of the faculty. COLLAGES, the foreign language literary magazine, includes original prose and poetry in French, Spanish, and German by Lake Forest College students and faculty. Two well-equipped college darkrooms are used both by photographers working on student and college publications and by students who are just becoming acquainted with the art and practice of photography.

The campus radio station, WMXM, with a daily broadcasting schedule devoted to music, sports, campus news, and special programs, is FM.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

6. Community Service

The Lake Forest College Tutorial Projects began in 1963 as an outgrowth of a college conference, "The Crisis in Race Relations." The effort led students to form the Community Service Federation to coordinate tutoring projects and other student community service ventures.

Programs developed over the last few years include the American Indian Center Tutorial (in Chicago, now inactive), a program to teach English to Spanish-speaking children (in Highland Park and Highwood), a high school program (in Waukegan), a project with children from a housing development (in Zion), and a project which brings Lake Forest College Students into a school system as assistants to classroom teachers (also in Zion).

In working with pupils from various backgrounds, students have been able to develop a sensitivity to cultural differences; at the same time, tutees have been given access to remedial education on a regular basis. Lake Forest College students also arrange field trips to both urban and rural areas.

7. Religious Activities

The student body at Lake Forest College exhibits diversity in religious affiliation; beliefs of each member of the college community are respected. The College is dedicated to maintaining an attitude of absolute religious tolerance. Such varied faiths as B'hai, Judaism, Roman Catholicism, and

the Society of Friends are represented on campus. Two groups, a campus Christian Fellowship organization and Am Yisrael Chai, provide programs of religious activities during the year.

The College continues its relationship with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. Major denominations are all represented on campus and Protestant, Catholic, and Jewish congregations are located nearby.

8. Specialized Interests

A variety of specialized groups are active on campus. Several disciplines provide cultural and social programming for their students through honorary societies. An active Outing Club provides many students with opportunities for sailing, back-packing, camping, and rock climbing on weekend trips. The International Students Organization sponsors a broad range of events — including international dinners.

Cultural Program

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Director of Campus Activities office in Commons, students may obtain information about music, art, and drama in the city and suburbs, may buy tickets (often at reduced rates), and may arrange for bargain transportation. The gallery in the Library is another continuing art resource.

A Friends of the Arts group solicits from community residents concert and other tickets which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Director of Campus Activities office is the planning center for on-campus cultural events. Working with the Co-curriculum Committee, Campus Activities personnel make arrangements for a full program of lectures, exhibits, recitals, and other special events. The Co-curriculum Committee attempts to provide a balanced schedule of events which will be informative, stimulating, and sometimes controversial.

In addition, each year a Poet-In-Residence on the Sonnenschein Endowment Fund is invited to the campus for an extended period of time to give poetry readings, deliver public lectures, and to meet informally with students and faculty. A travelling professional repertory company from Chicago presents dramatic productions on campus each month, bringing to the College through this series, a fine example of the new wave of creative dramatic activity from Chicago. Speakers representing varied interests and disciplines come to the campus throughout the year

as guests of departments, as part of a series, or for short visits combining lectures with other meetings with students.

Guidance and Counseling

A comprehensive guidance program recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality, and at the several stages of progress through a college career.

1. Residence Hall Counselors

The Office of the Dean of Student Affairs selects several upperclass men and women to serve as advisers in the residence halls. In each residence hall student residence staffs — led by a Head Resident and supported by Resident Assistants — provide counseling, coordinate social programs, enforce residence hall regulations, and in general, strive to create an environment responsive to individual needs and conducive to study and growth. These advisory teams meet regularly with the Dean's Office staff, and Head Residents are in contact daily with the deans.

2. Career Counseling and Placement

Career plans are an integral part (but not the only goal) of each individual academic program at Lake Forest. Thus, career counseling develops naturally with the academic advisement process, and faculty play a key role in directing student long-range interests. Internships, arranged through departments, offer a special opportunity to explore career interests in depth and for credit. But in general, career and placement programs are coordinated by the Office of the Dean of Student Affairs. There vocational concerns are pursued on a variety of levels: job and graduate school advisement and placement, general career orientation programs for underclassmen, and counseling at all stages relating to the interface of career and college program planning. The Dean's office offers all students numerous opportunities throughout their studies to pursue general or specific matters concerning their career futures. Preference testing is available, as are extensive job and career files.

3. Office of Psychological Services

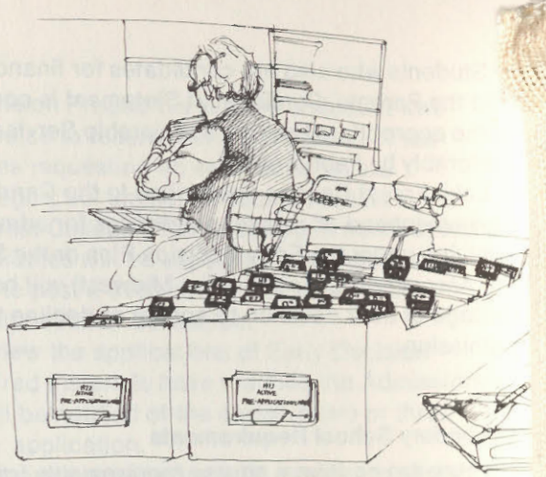
The purpose of the Psychological Services is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, educational, or career problems. Service is offered in dealing with emotional difficulties or factors hindering the student's ability to benefit fully from his or her college experience. In addition, it helps in

identifying aptitudes, interests, and personality traits affecting the choice of a vocation or educational program. The Office is also committed to offering Human Potential and communciations workshops to students who are seeking to enhance their own growth and development.

Health Services

The College's health care program is administered by the Lake Forest Hospital, under the supervision of the Dean of Student Affairs and with the cooperation of residence hall counselors. Physicians' services are provided at the Hospital, 1½ miles west of the campus, by an Emergency Room Group which consists of fully licensed doctors offering around-the-clock coverage. These physicians treat students in the Hospital's out-patient clinic, following referral from a nurse on campus in other than emergency circumstances. Nurses are available at the clinic in the campus Sports Center from 9:00 a.m. to 4:00 p.m., Monday through Friday, for referral of cases to the Emergency Room Group at the Hospital and for a wide range of para-professional services on campus — including throat cultures. Where necessary the College provides transportation between the campus and the Hospital by van or by cab. Physicians from the Group are on campus several hours each week during regularly scheduled hours for medical counseling, but not for treatment.

The basic clinic fee covers the cost of medical services provided by the on-campus clinic and by the Emergency Room Group at the Hospital, except for medication and prescriptions and for laboratory and X-ray fees from the Hospital. In light of rising hospitalization costs, the College requires that students participate in its group medical plan, which is designed to help defray in-patient hospital charges. At this time this modestly priced policy covers only slightly over half of the standard hospital room rate and related hospital and physician charges at nearby hospitals. Thus, students and their parents are urged to review the coverage offered, as listed in a brochure issued from the Dean's Office and routinely sent to new students before enrollment, detailing the benefits. Family insurance planning may indicate supplementary or alternative coverage. In cases where an existing policy duplicates the College's policy, students are invited to sign a waiver of this requirement.



Admissions, Financial Aid College Expenses

Admissions

During its selection process the Admissions Staff at the College is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, national origin, sex, or financial position. And this policy is manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application, (excepting SAM applicants), but admissions decisions are rendered in mid to late March. Consequently, applications received after March 10 will be considered only if conditions permit.

Students who also are candidates for financial aid should make certain that the Parents' Confidential Statement is completed and submitted to the appropriate College Scholarship Service Office as early as possible, preferably by February 1.

Lake Forest College subscribes to the Candidates Reply Date Agreement and all regular candidates for admission (i.e. those not applying under the Early Decision Plan or the Single Application Method of the Associated Colleges of the Midwest) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. But it is recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible including formal advanced placement offerings.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is appreciated. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday during the calendar year, and Saturdays, 9 to 11:30 a.m. during the academic year. Telephone (312) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow a student who has made Lake Forest a first choice to receive early notification of the admissions decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan candidates will be expected to withdraw all other college applications and to post a $100 non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Parents' Confidential Statement is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Single Application Method (SAM)

The College is a member of the Associated Colleges of the Midwest (ACM) and participates in a program designed to simplify the application procedure for students seeking admission to member colleges.* If the student is able to indicate his preference among two or three colleges, only one application need be filed and only one application fee paid. The student should submit the application to his first choice college by February 1, listing a first and second alternate. Admission decisions for SAM candidates will be announced on or before March 15. If the student's prime choice does not grant admission, the application is forwarded to the first alternate and then to the second alternate, if necessary.

Deferred Admission

Students who may wish to defer their enrollment in College should complete the application procedure during the final year in secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

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*Other member colleges participating in SAM are:

Beloit College
Coe College
Cornell College
Lawrence University
Monmouth College
St. Olaf College
Carleton College
The Colorado College
Knox College
Macalester College
Ripon College

Admission by Transfer

Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least "C" or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree, in an applicable field, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College from a four-year college or university or from a two-year institution but is not a recipient of an AA degree, all of the courses in an applicable field he or she has taken and passed toward fulfillment of the Bachelor of Arts Degree at the former institution, or the Associate of Arts Degree in the case of the junior college, will be accepted toward fulfillment of the B.A. Degree at Lake Forest College provided a "C" average or better has been achieved at the previous institution.

Transfer students are admitted at the beginning of all terms although most commence their study at the College in September. For details concerning the College's residence requirement see the section, Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Application for admission
2) Secondary school transcript
3) Transcripts of all college work complete through the most recent term
4) A letter of recommendation from the academic dean or a teacher of the most recent college attended

Financial Aid

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that insofar as resources are possible, no student who is otherwise qualified should be

prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and for financial aid simultaneously.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Entering students seeking financial assistance are required to file a copy of the Parents' Confidential Statement (PCS) with the College Scholarship Service Office in their region. The PCS is the only form required for financial aid consideration and is available at most secondary school guidance offices. Parents are strongly urged to file the PCS with the College Scholarship Service in the fall or early winter of the student's senior year because the form is detailed and often requires further clarification. The required application forms should be submitted by February 15. Candidates applying after this date will receive financial aid consideration only if funds still are available. Applicants should read carefully the brochure entitled Financial Aid at Lake Forest College which is mailed with the application forms for admission.

Computation of Financial Need

In computing a student's financial need, the College, using the procedures of the College Scholarship Service, calculates from the Parents' Confidential Statement the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

•EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

•EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $500 prior to the freshman year with a slight increase in subsequent years.

•OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, various state scholarships (e.g. Connecticut, Illinois, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont), and other scholarships offered by local foundations, clubs, or business organizations.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1976-77 academic year, the Board of Trustees authorized a total of $630,000 to be awarded in the form of Lake Forest College gift dollars.

Basic Education Opportunity Grant (BOG)

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,400 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses."

Supplemental Educational Opportunity Grants

This program is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $1,500, but the cumulative amount a student can receive is limited to no more than $4,000 over a four-year period. The Commissioner of Higher Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students need not make direct application for grant consideration. The College's financial aid director will notify eligible recipients when grant funds have been appropriated and when the commissioner's guidelines have been received.

National Direct Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate and graduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the National Direct Student Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Guaranteed Student Loans

A state guaranteed loan program is available in all states. Participating banks and other financial institutions provide loans to full-time students; interest subsidies are made available to students who meet the need criteria established by the program. Information on this program can be obtained from your local banker, your high school counselor, or from the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $500 to $800. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

College Expenses

Students enrolling at the College in September are expected to

continue through the academic year. The programs of the College are planned and budgeted accordingly.

Senior students with fewer than eight courses needed to graduate will be charged only for courses required.

For the convenience of the student, the College has established two pay periods. The first period covers expenses for the twelve-week Fall term and the first half of the Winter term; the second pay period covers expenses for the second half of the Winter term and the twelve-week Spring term. Refunds for tuition, room and board, and fees will not be granted after the stated withdrawal deadlines.

Extra Course Charge

An extra course taken during any pay period will be charged at the course fee.

Special Charges

When available a room used for double occupancy may be requested as a single for an additional charge of $250 per year. This is known as a differential single. A differential triple will require an additional charge of $125 per year per student.

If a student from Lake Forest College enrolls at Barat College in a course providing less than a full Lake Forest College credit, (e.g., dance) and where the additional hours earned in these courses when added to fractional credits remaining from other transferred courses will result in a credit, the student will be charged the proportional rate of the hours taken at Barat as an overload.

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students who enroll in academic programs at other institutions as part of an official "Program Leave" will be reimbursed for actual tuition — not to exceed the comparable course cost at Lake Forest — upon acceptance of credit by the College. They will be required to make the regular payments on their account.

Health Clinic and Hospitalization Fees

The $30 health clinic fee, which does not cover hospitalization insurance,

is mandatory for all students. Hospitalization coverage is required of all resident students and is optional for non-resident students. The cost to the students for the 1976-77 year is $75. A waiver form for this coverage may be obtained from the Dean of Student Affairs Office if family coverage is carried. Waivers must be approved by the Dean's Office by October 15, 1976, for full cancellation and by March 1, 1977, for partial cancellation.

Fines and Damage

Students will be assessed library fines, for on-campus traffic violations, and for damage they may cause to college property.

Schedule of Payments For the 1976-77 Academic Year

1st Billing		Resident	Non-Resident
Tuition		$1825.00	$1825.00
Activity Fee		60.00	60.00
Room		325.00	
Board		435.00	
Clinic Fee		30.00	30.00
Hospitalization Insurance		75.00	Optional
Key Deposit		5.00	
	TOTAL:	$2755.00	$1915.00
1976-77 deposit		$ 100.00	$ 100.00
By September 3, 1976		2655.00	1815.00
	TOTAL:	$2755.00	$1915.00
2nd Billing			
Tuition		$1825.00	$1825.00
Room		325.00	
Board		435.00	
By January 17, 1977	TOTAL:	$2585.00	$1825.00
	TOTAL CHARGES:	$5340.00	$3740.00

The Board of Trustees has specified that **all** tuition and fees are due on the dates indicated above. Any other arrangements must be made prior to such dates. The College reserves the right to evict students from dormitories and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges of one-half of one percent per month on the unpaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown above.
- Lake Forest College Prepayment Plan.
- Scheduled payments by use of an outside plan.

BILLING PROCEDURES

Student enrolling January 4, 1977:

	Resident	Non-Resident
Due December 7, 1976 (Detailed on page 121 as first ½ Term students)	$ 670.75	$ 468.75
Due January 17, 1977 (Detailed below as students enrolling at the beginning of the second billing period, less key deposit)	2667.50	1870.00
TOTAL:	$3338.25	$2338.75

Student enrolling January 31, 1977, the beginning of the Second Billing period:

Tuition (four courses)	$1825.00	$1825.00
Activity Fee	30.00	30.00
Room	325.00	
Board	435.00	
Clinic Fee	15.00	15.00
Hospitalization Insurance	37.50	Optional
Key Deposit	5.00	
By January 17, 1977	$2672.50	$1870.00

Student enrolling March 2, 1977:

Tuition (three courses)	$1368.75	$1368.75
Activity Fee	25.00	25.00
Room	243.75	
Board	326.25	
Clinic Fee	10.00	10.00
Hospitalization Insurance	37.50	Optional
Key Deposit	5.00	
By February 18, 1977 TOTAL:	$2016.25	$1403.75

Students enrolling January 4, 1977 will be billed as special students the first one-half term period only. These charges will be made for each one-half term:

		Resident	Non-Resident
Tuition		$456.25	$456.25
Activity Fee		7.50	7.50
Room		81.25	
Board		108.75	
Clinic Fee		5.00	5.00
Hospitalization Insurance		7.00	Optional
Key Deposit		5.00	
By December 8, 1976	TOTAL:	$670.75	$468.75

No refunds are made to special students who subsequently withdraw.

Refunds

A normal course load for a full-time student is four courses in a billing period. Refunds are not given for reductions below the four course level in a billing period. All withdrawals must be made through the Office of the Dean of Student Affairs. The official date of withdrawal and/or leave of absence is July 15 for all students who have pre-registered for the subsequent fall term. No refunds of $100 deposits will be made after that date.

Withdrawals

1st Billing Period	2nd Billing Period	AMOUNT REFUNDED Resident	Non-Resident
On or before September 24, 1976	On or before February 4, 1977	$2300.00	$1635.00
On or before October 15, 1976	On or before February 19, 1977	1925.00	1350.00
On or before October 22, 1976	On or before March 12, 1977	1280.00	900.00
After October 22, 1976	After March 12, 1977	-0-	-0-

Other Expenses

Part-Time Students:

Per course	$456.25

Auditing Students:

Per course	100.00
(when the student is not enrolled full-time)	

Special Charges:

Application Fee	$ 15.00
Extra course for credit (includes credit by exam)*	456.25
Music Fees (not for credit)	
Fall and Spring terms per term	85.00
Winter term	50.00
Choir for credit as extra course	456.25
Late Registration Fee	5.00
Change in registration after classes begin	3.00
Reinstatement	25.00

*No special fee will be charged if credit by examination is established by a freshman student in a subject that is not covered by advanced placement tests.

Directory

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Eugene Hotchkiss, President
Gordon E. White, Assistant to the President; Director of Financial Aid

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Lila Brier Lederman, Director of Continuing Education

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Richard V. Wilson, Assistant Vice President
Harriette Morgan Jauch, Assistant to the Vice President
Robert D. Amaden, Director, Deferred Gifts
Cynthia Gillispie, Director of Alumni Affairs
Helene D. Lewis, College Editor
Donald I. Lesinski, Director of Information Services

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Margaret B. Savosik, Assistant to the Business Manager and Personnel and Conference Director
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Alphonse Zabor, Director, Physical Plant

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Harriet Gale Croskey, Assistant to the Dean
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Donald T. Craft, Director, Security

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Sally H. Leighninger, Assistant Director
Ellen Syburg, Assistant Director

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Ruthane I. Bopp, Registrar

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Joann H. Lee, Joel M. Lee, Sarah M. McGowan, Anne Mirza, Assistant Librarians

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David C. Cochran, Director

COUNSELING CENTER

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Charles F. Behling, Associate Professor of Psychology
Ronald H. Forgus, Chairman and Professor of Psychology
Dover Roth, M.D., Psychiatric Consultant

HEALTH

Eileen Schultz, R.N., Head Nurse

HEAD RESIDENTS, 1976-77

Sarah E. Peeples, Blackstone Hall
Vahan Janjigian, Bradley Hall
A. Thomas Turrentine, Deerpath Hall
Martha E. Gray, Gregory Hall
Allan Ruter, Harlan Hall
Peggy Lautenschlager, Lois Hall
Ross B. Bricker, McClure Hall
Erica Meyer, Moore Hall
Barbara Lewis, Nollen Hall
Vesta Ann Cox, Roberts Hall

PHYSICAL EDUCATION AND ATHLETICS

Stephen Antrim, Basketball and Tennis Coach
Michael E. Dau, Director; Football and Handball Coach
Charles N. Morrison, Ice Hockey Coach and Rink Manager
Edward W. Packel, Soccer Coach
Rosalee Price, Field Hockey and Basketball Coach
Christina Lee Smith, Volleyball and Tennis Coach
Nicholas J. Wasylik, Baseball Coach
Dennis Yanta, Wrestling Coach; Assistant Football Coach

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OFFICERS

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Wesley M. Dixon, Jr., Vice Chairman
Francis C. Farwell II, Secretary

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Francis C. Farwell II (1958), Partner, William Blair & Company
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Miss Mary Longbrake '35 (1969), Vice President, The Northern Trust Company
Mrs. Richard W. Simmons (1973), Lake Forest, Illinois

Class of 1978

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Stanley M. Freehling (1972), Partner, Freehling & Company
John H. Haugh '31 (1965-74; 1976), President, Tucson Tallow Company
Wallace D. Johnson '50 (1967), President, Howe, Barnes and Johnson
Frank S. Read (1971), Chairman, First National Bank of Lake Forest
Hugo Sonnenschein '44 (1974), Partner, Martin, Craig, Chester and Sonnenschein

Class of 1979

Earl J. Barnes (1973), Assistant Corporate Secretary, and Assistant Counsel, Jewel Companies, Inc.
John C. Carter '43 (1971), Secretary, Inland Steel Company
Richard Delo Challener (1975), Chairman, Department of History, Princeton University
Mrs. H. Ernest Lafontant (1969-73; 1975), Partner, Stradford, Lafontant, Fisher & Malkin
Charles A. Meyer (1974), Vice President — Corporate Planning, Sears, Roebuck & Company
Frank L. Spreyer '35 (1961-69; 1970), Executive Vice President (ret.), Jewel Food Stores

Class of 1980

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James R. Donnelley (1974), Vice President, R. R. Donnelley & Sons Co.
Arthur G. Hailand, Jr. (1968), Vice President (ret.), Johnson & Higgins
John E. McGovern, Jr. (1972), Partner, Wilson and McIlvaine
William F. Souders '52 (1965), Group Vice President, Xerox Corporation

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Maurice F. Dunne, Jr. (1975), President and Dean of the Advanced Management Institute
Mrs. Wesley M. Dixon (1976), Chairman, Lake Forest College Women's Board

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Mrs. Marc Hollender '42 (1974), Nashville, Tennessee

Class of 1978

Joseph A. Hodges '65 (1976), Davis, Graham & Stubbs
Wigmore A. Pierson '63, (1970), Executive Career Counselor, Bernard Haldane Associates, Washington, D.C.

Class of 1979

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Mrs. Joseph Lindner, Jr., M.D. '50 (1975), Professor of Medicine, University of Cincinnati, College of Medicine

Class of 1980

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Howard H. Percy '46 (1973), Partner, Midwest Securities Company
William L. Powell '51 (1976), President, William L. Powell Insurance

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George R. Beach (1955-1974), Midwest Regional Manager (ret.), E. I. DuPont deNemours & Company
Francis Beidler II (1933-64), President, Santee River Cypress Lumber Company
Mrs. Richard Bentley (1950-62), Lake Forest, Illinois
Gardner Brown (1965-1975), Consultant, White, Weld & Company, Incorporated
John L. Clarkson (1939-1961), Vice President, (ret.), Alexander & Alexander, Incorporated
Mrs. James H. Douglas, Jr. (1967-1969), Lake Forest, Illinois
James R. Getz (1962-1976), Real Estate Management, Lake Forest, Illinois
Daggett Harvey (1959-1972), Chairman (ret.), Fred Harvey, Incorporated
Kenneth F. Montgomery (1964-71), Consultant, Wilson and McIlvaine
Mrs. William R. Odell (1950-1967), Charlottesville, Virginia
Eric Oldberg (1964-1971), President, Chicago Board of Health
Philip L. Speidel '19 (1951-1968), President (ret.), First National Bank of Lake Forest
Carroll H. Sudler (1954-1964), Partner, Sudler & Company
Ernest H. Volwiler (1950-1966), President (ret.), Abbott Laboratories
Harold B. Walker (1956-1970), Pastor (ret.), First Presbyterian Church of Evanston
Harris E. Wilder (1933-1968), Vice President, The Illinois Company, Incorporated
J. Howard Wood '22 (1944-1967), Director, The Tribune Company

Dates in parenthesis indicate date of appointment; for Life Trustees, dates indicate term as Charter Trustee

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University
President of the College

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

John Clifford Converse (1949-1975), B.S., M.A., Kent State University
Assistant Professor of Dramatic Art, Emeritus

Marvin C. Dilkey (1955-1976), B.A., DePauw University; Ph.D., Cornell University
Professor of German, Emeritus

William L. Dunn (1949-1974), B.A., University of Illinois; Ph.D., University of Wisconsin.
Provost and Dean of the Faculty, Emeritus

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Beidler Professor of Physics, Emeritus

Elizabeth Teter Lunn (1930-35, 1946-70), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Herbert A. Nicholaus (1942-1974), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin
Professor of Economics, Emeritus

Edward Oscar North (1941-1963), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Walter W. Pese (1946-1974), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History, Emeritus

Edwin Clark Reichert (1946-1974), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education, Emeritus

Bertha L. Reynolds (1946-71), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics, Emerita

Ruth Baker Sharvy (1967-1975), B.A., University of Wisconsin
Assistant Librarian, Emerita

Arthur W. M. Voss (1941-42, 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English, Emeritus

Ronald Boal Williams (1923-1967), B.A., M.A., Ph.D., State University of Iowa
Professor of Spanish, Emeritus

Stephen R. Antrim (1975), B.S., M.B.A., Pepperdine University
Physical Educator and Coach

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
Assistant Professor of Economics

†**Donald E. Bartlett** (1958), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion on the William Bross Fund

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Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1976-77
†Sabbatical leave of absence, 1976-77
††Sabbatical leave of absence, Fall term, 1976
†††Sabbatical leave of absence, Spring term, 1977
°Leave of absence, 1976-77
°°Leave of absence, Fall term, 1976
°°°Leave of absense, Winter term, 1977
°°°°Leave of absence, Winter and Spring terms, 1977

THE ALUMNI ASSOCIATION

Through a network of Regional Councils under the governance of a national Board of Governors, the alumni keep aware of and active in the ongoing life of the College. The Office of Alumni Affairs is responsible for coordinating and promoting the various programs put forward by the Association and functions as the liaison between the Regional Councils and the College.

Among the many alumni volunteer activities is the Alumni Admissions Representative Program. Through it, alumni representatives assist the Admissions Office in identifying potential candidates for admission. The representatives also are frequently called upon to follow-up in their areas on students who are in various stages of the admissions process. Informal receptions for newly-admitted students and their parents, attended by the director of admissions and members of the faculty, are hosted each spring by the alumni. Other activities include: assisting the placement office in finding jobs for graduating seniors or summer employment for currently enrolled students; supporting the academic-professional internship (work-study) program by making positions available to students; representing the College at appropriate civic and academic functions; assisting in the identification of fund raising potential among foundations, friends, and alumni; and helping to develop regional programs of local interest.

Locally, the Office of Alumni Affairs participates in activities designed to bring the college community and the greater Chicago area into closer contact by presenting student-faculty programs on campus and off, and by coordinating arrangements for the annual Homecoming celebration. The Office also maintains files of current addresses and biographical data on all former students.

The major College publication which provides a continuing relationship with the alumni is SPECTRUM, a tabloid published six times annually.

Alumni Board of Governors

President: Paul S. Horovitz '66
Executive Vice President: Dianne J. FitzSimons '62
Vice President for Activities: Hubert S. Bowles '63
Vice President for Athletics: Carl J. Scichili '52
Vice President for Development: Dr. Frank M. Sturtevant '48
Vice President for Alumni Relations: Scott W. Rahn '65
Vice President for Regional Councils: Robert G. Bullard '68
Ex-Officio: Cynthia Gillispie '63, Director of Alumni Affairs

LIVINGSTON HOUSE CONFERENCE CENTER

Livingston House, the former residence of Lake Forest College Trustee Miss Lilace Reid Barnes, is a totally-equipped conference center located adjacent to the College campus. The building, constructed in 1908, and the surrounding 9½ acres of grounds are owned by the College and leased by The First National Bank of Chicago for the conference use of its employees and customers.

From time to time the facility is used for College functions and by civic groups in the Lake Forest-Lake Bluff community. Two meeting areas, the third floor conference room, and the main floor library provide seating space for up to 45 people. Livingston House's ten bedrooms can accommodate 15 overnight guests. All meals are prepared at the House and are served banquet style in the dining room. The lower level recreation area is equipped with a bar, game tables, and a sauna.

THE ADVANCED MANAGEMENT INSTITUTE (AMI)

The Advanced Management Institute (AMI), located on the College campus, offers management development programs for middle- and upper-management personnel in cooperation with more than 50 companies in the Chicago metropolitan area. The Institute confers both a certificate of management and a master of science in management degree,

and holds special topic seminars under its continuing education program.

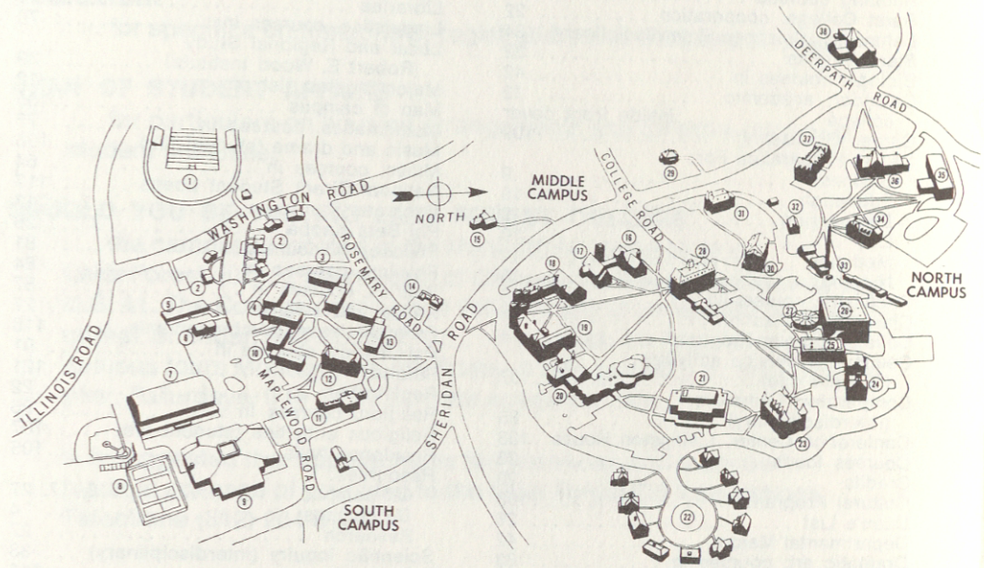
Lake Forest College and the Advanced Management Institute have shared facilities since the AMI was originally founded as the Industrial Management Institute in 1946. Each is independently governed; both cooperate in many ways. For the Advanced Management Institute, the College offers a physical and academic environment of a nationally known collegiate institute. For Lake Forest College, the AMI provides academic opportunities for its community and brings to the campus a number of students and the attention of industries, all concerned with quality education.

Geographic Distribution* of Students 1975-76 (Fall Term 1975)

Arizona	8	New York	85	Gambia	1
Arkansas	1	North Carolina	2	Germany	2
California	10	Ohio	35	Hong Kong	2
Colorado	14	Oklahoma	2	Ireland	1
Connecticut	55	Pennsylvania	36	Japan	3
District of Columbia	4	Rhode Island	3	Lebanon	1
Florida	15	South Carolina	2	Libya	1
Georgia	1	South Dakota	1	Mexico	1
Illinois	484	Tennessee	30	Nigeria	2
Indiana	11	Texas	2	Sierra Leone	1
Iowa	2	Virginia	2	Viet Nam	1
Kansas	1	Virgin Islands	1		24
Kentucky	1	West Virginia	3		
Maine	1	Wisconsin	18	TOTAL	1063
Maryland	21	Wyoming	1		
Massachusetts	90		1039	Total States and Territories Represented	36
Michigan	16				
Minnesota	16				
Mississippi	2			Total Foreign Countries Represented	15
Missouri	13	Cameroon	1		
Nebraska	2	Canada	5		
New Hampshire	5	England	1		
New Jersey	43	France	1		

*Geographic distribution compiled from student home address, regardless of student citizenship.

Campus Map



LEGEND

1. Farwell Field
2. Faculty
3. Gregory Hall
4. McClure Hall
5. Music Building
6. Industrial Management Institute
7. Alumni Memorial Field House, Ice Rink
8. Tennis Courts
9. Sports – Health Center
10. Roberts Hall
11. Hixon Hall
12. Moore Hall
13. Nollen Hall
14. President's House
15. Livingston House
16. Reid Hall
17. Holt Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Faculty Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. College Hall
29. Holt House
30. North Hall
31. Patterson Lodge (Admiss
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Institute
37. Lois Durand Hall
38. Presbyterian Church

Academic program 8
standing 24
ACM Cooperative Programs 17
Administrative offices 123
Admission procedure 111
secondary school requirements 112
early decision 113
Single Application Method (SAM) ...113
deferred 113
by transfer 114
Adult Education 21
Advanced Management Institute 133
Advanced Placement 23
Advisers, faculty 9
Alumni Association 133
American Studies (interdisciplinary) ... 33
Area Studies (interdisciplinary) 34
Athletics 105
Attendance, class 25
Audio-Visual 29
Auditing courses 24
Barat College, cooperation 22
Behavioral Sciences (interdisciplinary) 34
Black Studies 32
Biology, courses in 42
Calendar, academic 12
college .....inside front cover
Career Counseling 109
Career Preparation For:
Business 9
Education 10
Engineering 10
Law 10
Medicine 11
Nursing 11
Chemistry, courses in 46
Classical Civilization 31
College Scholar Program 14
Community service activities
(Student Life) 107
Comparative Literature
(interdisciplinary) 35
Conference Center, Livingston House .133
Courses loads 23
Credits 23
Cultural Program 108
Dean's List 26
Departmental Majors 42
Dramatic art, courses in 63
Economics, courses in 50
Education, courses in 53
certificate requirements 54
Educational Opportunity grants 116
Employment, part-time 117
English, courses in 57
Environmental Studies
(interdisciplinary) 36
Examinations, entrance 112
Expenses, college 117
other 122
Faculty directory 123
Financial aid 114
Fine arts, courses in 61
Foreign languages and literature,
courses in 66
French, courses in 68
Freshman year 30, 31
Geographic distribution of students ...134
German, courses in 69
Gift awards 116
Grades 25
Graduation, requirements for 22
with honors 26
Grants and Loans 116
Guidance 109
Health Sciences (interdisciplinary) 37
Health services 118
History, courses in 73
Humanistic Inquiry (interdisciplinary) .. 37
Independent study 13
Interdisciplinary course sequences 32
majors 33
International Relations
(interdisciplinary) 38
Internships 15
Interviews, personal 112
Introduction to Lake Forest
College (resume) 3
Leaves of absence 25
Libraries 27
Linguistics, courses in 70
Local and Regional Study
(Robert E. Wood Institute) 39
Major Studies, list of 12
Map of campus 135
Mathematics, courses in 78
Music and drama (student life) 106
Music, courses in 64
National Direct Student Loans 117
Overseas Study 17
Phi Beta Kappa 26
Philosophy, courses in 81
Physics, courses in 84
Politics, courses in 87
Prizes and awards 27
Program leave reimbursements 118
Psychology, courses in 91
Refunds 121
Registration 22
Religion, courses in 96
Religious activities (student life) 107
Residence halls 105
Resources:
Off campus 3, 17, 27
On campus 4
Research 27
Scientific Inquiry (interdisciplinary) ... 38
Scholarships 116
Sociology and Anthropology,
courses in 99
Spanish, courses in 71
Special Interest courses 30
State loan programs 117
Student Life:
Campus community 104
Residential 105
Athletics 105
Music and Drama 106
Publications 107
Study terms abroad 17
Thesis, senior 13
Trustees, Board of 124
Tuition, schedule of payments 119
Tutorial 13
Withdrawal from college 25
refunds 121
Women's Studies 32

ADDITIONAL INFORMATION
about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS
. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID
. . . for further details on requirements for and availability of financial aid

REGISTRAR
. . . for specifics on transcripts, registration, and transfers of credit

DEAN OF STUDENT AFFAIRS
. . . for particulars on housing arrangements and on extra-curricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE
. . . the campus is located in the North Shore community of Lake Forest, just 32 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year, Saturdays, 9 to 11:30 a.m. the academic year.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus. Telephone (312) 234-3100.

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